EXAMINATION OF SUPERVISOR ASSESSMENTS OF EMPLOYEE WORK–LIFE CONFLICT, SUPERVISOR SUPPORT, AND SUBSEQUENT OUTCOMES

A Dissertation

by

SATORIS SABRINA YOUNGCOURT

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2005

Major Subject: Psychology

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ABSTRACT

Examination of Supervisor Assessments of Employee Work–Life Conflict, Supervisor Support, and Subsequent Outcomes. (December 2005)

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Research in the work–life area has typically concerned individuals' assessments of their own conflict. The current study went beyond this by examining supervisor assessments of employee conflict and how they relate to the support given to employees. This support, traditionally measured using a unidimensional measure of support, was measured with a multidimensional measure that differentiates eight separate forms of support, including listening, emotional, emotional challenge, reality confirmation, task appreciation, task challenge, tangible assistance, and personal assistance support. Additionally, the amount of personal contact between the supervisor and the employee and the extent to which the supervisor likes the employee were examined as potential moderators of the relationship between supervisor assessments and the support given. Further, employee satisfaction with supervisor support, as well as the potential moderating role of the need for support on the relationship between the provided support and the employee's satisfaction with the support, were explored. Finally, employee satisfaction with the eight forms of support and subsequent outcomes (i.e., subsequent work-life conflict, job satisfaction, turnover intentions, organizational commitment, and job performance) as they relate to the provided support were examined. Data were

collected from 114 pairs of employees and supervisors. Employees were assessed at two time periods two weeks apart whereas supervisors were assessed at one time period, within five days of the employee's first time period. Results showed that supervisor assessments of employee work-life conflict were either unrelated or negatively related to the eight forms of support. Additionally, it appears that when supervisors perceived employees as having a high degree of work-to-life conflict, they provided relatively high and relatively equal amounts of emotional challenge and reality confirmation support to employees regardless of how much they liked them. When supervisors perceived employee work-to-life conflict as being low, however, they provided significantly more emotional challenge and reality confirmation support when they liked the employee as opposed to when they did not like the employee. Furthermore, the relationship between emotional challenge support and job satisfaction was mediated by satisfaction with emotional challenge support, the relationship between task appreciation support and affective commitment was mediated by satisfaction with task appreciation support, and the relationship between task appreciation support and job satisfaction was mediated by satisfaction with task appreciation support. Finally, when emotional challenge support was provided, greater levels of support led to greater employee satisfaction, especially if there was a need for the support. However, when reality confirmation support was provided, employees were less satisfied with the support when a large amount of support was provided and the employees' need for support was low.

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INTRODUCTION

Conflicts between employees' work and nonwork responsibilities have received considerable attention as researchers have consistently demonstrated the negative consequences for both the individual and the organization. For example, individuals who report higher levels of work–life conflict also report lower levels of general well–being (Aryee, 1992; Frone, 2000; Frone, Russell, & Cooper, 1992; Thomas & Ganster, 1995), lower levels of job satisfaction (Adams, King, & King, 1996); higher levels of burnout (Burke, 1988), and more alcohol use and poorer health (Allen, Herst, Bruck, & Sutton, 2000; Frone, Russell, & Barnes, 1996) compared to individuals who report lower levels of work–life conflict. Researchers have also shown that individuals who report more work–life conflict are more likely to have lower performance and leave the organization (e.g., Allen et al., 2000; Jex, 1998; Kossek & Ozeki, 1998) compared to their peers reporting less conflict.

In order to understand why the conflict occurs, work–life researchers have examined situational determinants (e.g., time spent at work and number of family responsibilities; Aryee, 1992; Beutell & Wittig–Berman, 1999), demographic antecedents (e.g., age and marital status; Aryee, 1992), and dispositional antecedents (e.g., agreeableness and emotional stability; Bruck & Allen, 2003a, 2003b; Carlson, 1999; Frone, Russell, & Cooper, 1993; Stoeva, Chiu, & Greenhaus, 2002) of work–life conflict. Similarly, researchers have examined ways in which the conflict can be reduced

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This dissertation follows the style and format of the *Journal of Applied Psychology.*

by both the organization (e.g., family–friendly work policies; Allen, 2001; Thomas & Ganster, 1995) and the employee (e.g., time management skills; Adams & Jex, 1999).

One means of reducing work–life conflict, and the negative effects that accompany the conflict, that has received considerable attention is that of social support. Although some researchers have demonstrated the buffering effects of social support in stressor-strain relationships (e.g., Goff, Mount, & Jamison, 1990; Thomas & Ganster, 1995; Viswesvaran, Sanchez, & Fisher, 1999), the evidence remains mixed at best (e.g., Beehr, Jex, Stacy, & Murray, 2000; Cohen & Wills, 1985; Frone, Russell, & Cooper, 1995; Winnubst & Schabracq, 1996). Indeed, some researchers (e.g., Fenlason & Beehr, 1994; Kaufmann & Beehr, 1986) have reported a "reverse" buffering effect, whereby increased social support has resulted in an increase, rather than a decrease, in the negative effects of stressors.

The question, then, is why does social support "work" in some cases but not in others? One reason that has been posited for these mixed findings is the lack of specificity in measures of social support (c.f., Bliese, Ritzer, Thomas, & Jex, 2001; Terry, Nielson, & Perchard, 1993). Although social support is a multidimensional construct (Cobb, 1976; House, 1981; Richman, Rosenfeld, & Hardy, 1993), many researchers have measured it using unidimensional scales (e.g., survey of perceived supervisory support, Kottke & Sharafinski, 1988, based on the unidimensional survey of perceived organizational support, Eisenberger, Huntington, Hutchison, & Sowa, 1986; Shore & Tetrick, 1991). It could be that some forms of support are more successful in reducing the effects of work–life conflict than are other forms (e.g., emotional support

may be more helpful than is tangible support), and therefore these unidimensional measures of support may be inappropriate for the examination of social support in the reduction of work–life conflict.

Consistent with this line of thinking, Bliese et al. (2001) proposed that mixed findings may be due to a lack of specificity with regard to the support construct and its expected outcomes. They noted that supervisory support is likely to be effective when stressors, support, and outcomes are aligned. For example, they reasoned that supervisory support would not be expected to buffer the negative effects of nonwork-related stressors (e.g., excessive personal responsibilities) on outcomes that are also not associated with work (e.g., marital satisfaction).

Another reason that supervisor support may not result in the intended outcomes is that the individual receiving the support may not need the support that is given. For example, a supervisor may perceive that an employee is experiencing a high degree of work–life conflict, and thus provide support to the employee, but in actuality the employee is not experiencing excessive conflict and, thus, the support is unnecessary. Conversely, a supervisor may not perceive there is a great deal of conflict when indeed there is, and therefore may not provide the additional support that is needed. Existing research on the influence of social support on work–life conflict has focused on self-report levels of work–life conflict and subsequently related that conflict to support provided from another individual. Indeed, one area of research in the work–life domain that has received very little, if any, attention involves the assessments of others' work–life conflict and the consequences of these assessments. When considering social support

intended to help minimize work–life conflict, it may be important to examine the assessments of work–life conflict that the support giver (e.g., a supervisor) has regarding the support receiver (e.g., an employee).

The purpose of this study is to examine supervisor assessments of employee work–life conflict and how these assessments relate to the support given to employees. Relational factors between the supervisor and employee are also examined as moderators of this relationship. Further, employee satisfaction with the support and subsequent outcomes as they relate to the provided support are examined. Rather than using a unidimensional measure of supervisor support as is typically done, a multidimensional measure of social support is used to examine the relationship between various forms of support and subsequent outcomes. Finally, the role of the need for support, as measured by employee self-assessments of work-life conflict, on the relationship between supervisor support and employee satisfaction with support are examined.

Work–Life Conflict

Conceptual Background

Several frameworks have been used to explain work–life conflict; the framework that has received the most attention is role theory (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Role theory provides the basic definition of work–life conflict, as work–life conflict is often conceptualized as a type of interrole conflict. Whereby role theory asserts that strain will occur when individuals face competing demands from multiple life roles, work–life conflict occurs when the pressures and demands of work

interfere with efforts to fulfill personal obligations and vice versa (Kopelman, Greenhaus, & Connolly, 1983).

There are other perspectives that researchers have used to understand work-life conflict, including the open systems view (Katz & Kahn, 1966), the rational view framework (Greenhaus & Beutell, 1985; Greenhaus & Parasuraman, 1986; Staines, Pleck, Shepard, & O'Connor, 1978), and scarcity theory (Marks, 1977). Although each of these frameworks provides its own set of assertions regarding work-life conflict, the theories do not conflict with one another. Rather, the different perspectives simply provide alternate ways of explaining how and why conflict occurs, in a way that allows the perspectives to work together. One way to organize these perspectives is to categorize them into domain or resource perspectives.

Domain perspectives are those perspectives that rely on the notion that individuals play different roles and the various domains in which we engage ourselves intermingle. Both role theory and the open-systems view fall into this category. Just as role theory (Kahn et al., 1964) asserts that individuals engage in multiple roles from various overlapping domains, the open systems perspective (Katz & Kahn, 1966) posits that events in one sphere are likely to affect events in another sphere (Kanter, 1977; cited in Burke, 1988). That is, individuals' lives are rarely closed systems in which one domain does not influence another domain. Instead, individuals typically move in and out of their various domains freely, and events that occur in one domain (e.g., home) are likely to affect events that occur in the other domain (e.g., work). Thus, role theory and the open-systems view are both domain perspectives in that they deal with the idea that

individuals do not exist in vacuums. That is, there is not a definite distinction between the domains of one's work and one's personal life; the demands and pressures from one domain are likely to influence the other domain.

Whereas domain perspectives focus on the interplay and overlap of multiple domains in order to explain work-life conflict, resource perspectives concern the notion that individuals have only a limited amount of personal resources available at any given time. Two frameworks that fall under the resource perspective are scarcity theory (Chapman, Ingersoll-Dayton, & Neal, 1994; Marks, 1977) and the rational view framework (Greenhaus & Beutell, 1985; Greenhaus & Parasuraman, 1986; Staines et al., 1978). According to scarcity theory, which is similar to Hobfoll's (1989) conservation of resources perspective, personal resources of time, energy, and attention are finite, and thus the need to devote more resources to one role means there are consequently fewer resources available to the other role (Edwards & Rothbard, 2000; Sieber, 1974). Therefore, individuals with both work and nonwork demands are likely to experience conflict due to limited personal resources. Similarly, the rational view framework (Greenhaus & Beutell, 1985; Greenhaus & Parasuraman, 1986; Staines et al., 1978) posits that the more time one spends in one of the domains (e.g., work), the higher levels of conflict that individual will experience with that domain being the source of the conflict. So, if an individual spends a great deal of time at work, then it would be expected, based on this rational view framework, that he or she would experience a high degree of conflict stemming from work tasks interfering with nonwork demands. Several

researchers have found empirical support for this perspective (e.g., Greenhaus, Bedeian, & Mossholder, 1987; Youngblood, 1984).

It should be clear that both scarcity theory and the rational view framework are similar in that they concern the notion of finite resources. That is, whereby the rational view framework is dealing with the finite resource of time, scarcity theory discusses personal resources of energy and attention, in addition to time. The idea with both of these is that as more of these resources are spent in one domain (time or other personal resources), fewer resources are available for the other domain.

Although role theory (Kahn et al., 1964) falls primarily under the domain perspective in the sense that work-life conflict is traditionally referred to as a form of interrole conflict, there are aspects of role theory that allow it to also be encompassed by the resource perspective. That is, according to role theory, individuals may experience role conflict (competing demands from multiple roles), role ambiguity (uncertainty regarding for what an individual is responsible in terms of his or her roles), and/or role overload (excessive demands from one or many roles that creates tension; Kahn et al., 1964). When discussing work-life conflict in terms of role theory, researchers tend to focus on the former of these – role conflict. As such role theory belongs in the domain perspective. However, when examining role theory from the latter dimension – role overload – one can see that role theory falls under the resource perspective. That is, role overload occurs when an individual has too much to do with too few resources.

It is important to note that the resource and domain perspectives on work-life conflict work with, not against, each other. Not only does role theory fit under both

perspectives, but the two perspectives complement each other in that one's demands in a particular domain will partially determine how many resources are devoted to that domain. For example, when an individual spends a lot of time at work, versus at home, he or she might experience work-life conflict from a domain perspective because the work domain is the domain of focus, at the expense of the individual's personal domain. Similarly, the individual might experience work-life conflict from a resource perspective because the increased time spent at work leaves less time for personal activities. Thus, the demands of one role may collide with demands of another role, and the resources must be spread thinly. Therefore, these perspectives are not competing perspectives that must be resolved, but instead are different ways of looking at the same phenomenon.

Directionality of Work–Life Conflict

Researchers were originally interested in the conflict between work and nonwork regardless of where the conflict originated. However, researchers (e.g., Frone et al., 1992; Grandey & Cropanzano, 1999; Greenhaus & Beutell, 1985) have acknowledged that the conflict between work and nonwork can originate in either or both domains and should be conceptualized as two distinct components. That is, the conflict between work and nonwork can originate at work and interfere with personal responsibilities or it can originate outside of work (e.g., at home) and interfere with work responsibilities.

Although organizational decision-makers are likely interested in the effects of outside influences on work performance, researchers tend to study and report work-to-life conflict more frequently than they study and report life-to-work conflict (Frone et al., 1992; Gutek, Searle, & Kleppa, 1991; Judge, Boudreau, & Bretz, 1994; Kinnunen &

Mauno, 1998; Netemeyer, Boles, & McMurrian, 1996). Additionally, the antecedents (Frone et al., 1992; Gutek et al., 1991) and consequences (Frone et al., 1992) are likely different depending on the source of the conflict (work or nonwork). Although both directions of conflict are measured in the current study, the predictions involving work–life conflict will not vary by direction. Therefore, all hypotheses involving work–life conflict will refer to the generic, global form of conflict (i.e., work–life conflict rather than work-to-life or life-to-work conflict), but both directions will be examined in the analyses.

Self Versus Other Assessments of Work–Life Conflict

The majority of the extant research in the work–life area has concerned individuals' assessments of their own conflict between the two domains. Because individuals are the best assessors of their own situations, these self-assessments of work–life conflict can be thought of as measures of actual conflict occurring for the individuals between their work and their nonwork domains. Literature from this perspective has examined the antecedents and consequences of work–life conflict, as well as ways to minimize the deleterious effects of the conflict. Figure 1 depicts this traditional approach to studying work–life conflict.

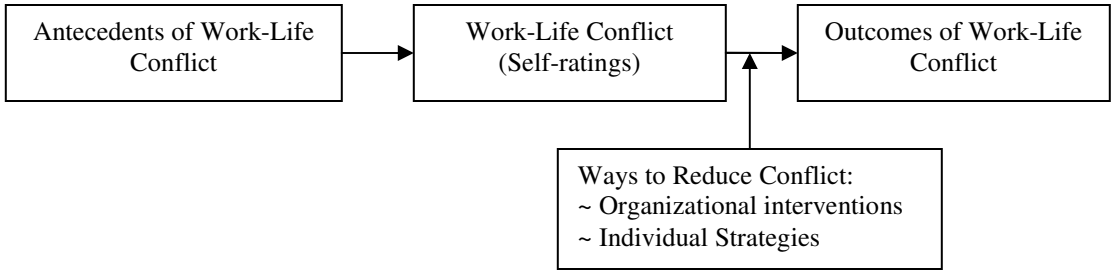

Figure 1. Traditional approach to studying work–life conflict.

Another perspective to take when examining work–life conflict is to look at others' assessments of an individual's conflict. That is, when an individual is experiencing work–life conflict, he or she may not be the only person who is aware of the conflict. Additionally, supervisors, co-workers, family members, and friends may be able to perceive that the individual is experiencing conflict. These assessments may lead to additional individual and organizational outcomes. For example, if a manager perceives that an employee is experiencing work–life conflict, he or she may try to alleviate this conflict by providing various means of support, including reducing workload, providing emotional support, or providing the employee access to relevant programs offered through the organization. Similarly, if co-workers perceive the employee is experiencing conflict, they may engage in more support activities such as helping behaviors or discussions with that individual compared with individuals who they perceive are experiencing less conflict. If, however, a manager perceives the employee is not experiencing conflict, he or she may assign the employee more tasks or may provide inadequate emotional support to the employee. Thus, the assessments that an individual has regarding another individual's work–life conflict are likely to be

positively related to amount of support that he or she provides. However, as will be described in the following section, support is a multidimensional construct with many forms or dimensions. As such, it is possible, and hypothesized, that some dimensions of social support are related to work-life conflict whereas others are not. These specific distinctions are discussed in the following section.

Social Support

Researchers have examined numerous ways to reduce employee work–life conflict. Some researchers (e.g., Allen, 2001; Thomas & Ganster, 1995) have examined how organizations can reduce the conflict, often by creating family–friendly work policies. Other researchers (e.g., Adams & Jex, 1999) have examined how individuals themselves can reduce the conflict, for example, by working on their time management skills or asking for assistance when necessary. When considering others' assessments of an employee's work–life conflict, it is important to consider outcomes of interest that pertain to the other party, not simply the employee. That is, an individual's assessment of another individual's conflict is more likely to immediately influence his or her own behaviors more so than the behaviors of the person being observed. These behaviors may then, in turn, influence outcomes of the employee. Of particular interest is the amount of social support the supervisor offers or provides the employee.

Sources of Social Support

In general, social support is the assistance individuals receive through their interpersonal relationships (Cobb, 1976; House, 1981). There are many possible sources of social support, including individuals from one's organization, family, professional

organizations, or religious affiliations. These different sources of support are likely to provide different types of support (cf., Richman & Rosenfeld, 1987; Rosenfeld, Richman, & Hardy, 1989), primarily based on the information they are privy to and stressful events and issues they are able to observe. For example, individuals from one's church may not have access to information regarding stressors in one's life stemming from one's job, but an individual from within the organization is more likely to have such information.

The interest in the current study is on social support that comes from the organization. There are two sources of support that typically are identified in organizations: peers and supervisors (Winnubst & Schabracq, 1996). Although both peer and supervisory support are important in reducing strain and buffering the effects of stressors, there is evidence that supervisory support is particularly important (see Bliese & Castro, 2000; Leather, Lawrence, Beale, Cox, & Dickson, 1998; Winnubst & Schabracq, 1996). For example, supervisory support is one area in which the organization has some control as supervisors can be given training on how and when to provide support to employees and can be held accountable to do so. That is, whereas organizational decision-makers can encourage employees to support each other, they cannot regulate such peer support as easily as they can supervisor support. Additionally, the supervisor is an important source of support because he or she is able to provide three key factors that contribute to the buffering of stressors: information, support, and esteem (Cohen & Wills, 1985). Although peers may also provide information and

support, supervisors are often in a better position to be able to provide such resources. Thus, the focus in the current study is on supervisory support.

Dimensionality of Social Support

Social support is multidimensional and should be measured as such (Cobb, 1976; House, 1981; Norbeck, Lindsey, & Carrieri, 1981; Richman et al., 1993; Sarason, Levine, Basham, & Sarason, 1983; Streeter & Franklin, 1992). Yet, most of the research that examines the relationship between social support and work–life conflict has tended to use unidimensional measures of support. For example, two common measures of support that typically are used include the Survey of Perceived Organizational Support (SPOS; Eisenberger et al., 1986; Shore & Tetrick, 1991; Shore & Wayne, 1993) and a modified version of this same measure, the Survey of Perceived Supervisory Support (SPSS; Kottke & Sharafinski, 1988; Hutchison, 1997; Rhoades, Eisenberger, & Armeli, 2001).

The SPOS and SPSS have been shown to be psychometrically sound measures, demonstrating construct validity whereby the scales are related to, but distinguishable from, measures of similar beliefs and attitudes (e.g., Eisenberger, Fasolo, & Davis-LaMastro, 1990; Randall, Cropanzano, Bormann, & Birjulin, 1999; Rhoades et al., 2001; Shore & Tetrick, 1991). Nevertheless, the scales result in factor structures indicating they are unidimensional, despite questions that appear to assess different forms of support (e.g., emotional support, personal assistance support, task appreciation support). In line with Bliese et al.'s (2001) notion that there may be a lack of precision in what constitutes social support in many studies, I propose that the multidimensional nature of

social support should be examined when studying the relationship between stressors (e.g., work–life conflict), social support, and outcomes (including subsequent work–life conflict). Therefore, several different forms of social support will be measured in this study.

Forms of Social Support Relevant to Work–Life Conflict

There are three broad types of social support: tangible, informational, and emotional (Cobb, 1976; House, 1981; Richman et al., 1993). Tangible support, also called instrumental support, involves assistance in terms of resources, time, and labor. For example, a supervisor may provide an extension on a deadline in order to allow an employee time to handle problems that may have arisen either at home or at work. Similarly, he or she may assign an additional employee to a project if he or she determines that one of the members of the project is in need of assistance. From a resource perspective, it is clear why such support would be thought to reduce work-life conflict, as an individual who may be depleting his or her finite resources in one particular domain is given additional resources in the form of tangible support.

Informational support involves an individual providing support in the form of information needed to manage demands or problems. For example, a supervisor may provide information to an employee regarding an employee assistance program in order to help alleviate problems associated with work–life conflict. Similarly, a supervisor may provide information in the form of advice, based on his or her own experience that may help in terms of managing competing roles.

The third broad type of support is emotional support. This refers to the perceptions that the support giver cares and is concerned about the recipient. Emotional support can be provided verbally (e.g., questioning about employee well-being) or can be made evident by simply being available and listening to the employee when the employee has a problem and wants to talk about it.

Richman et al. (1993) conducted a content analysis of the literature and identified eight forms of social support that follow from these three broad types of social support. Under emotional support are listening support, emotional support, reality confirmation support, and task appreciation support. Within the broader category of informational support is task challenge support. Another form of support, encompassed under both emotional support and information support, is emotional challenge support. Finally, under the broad heading of tangible support lie tangible assistance support and personal assistance support. Table 1 shows these eight forms of support, along with their corresponding definitions as given by Richman et al. (p. 291).

Table 1
Eight Forms of Support Identified by Richman et al. (1993)

Form of Support	**Definition**
Listening *	The perception that an other is listening without giving advice or being judgmental.
Emotional *	The perception that an other is providing comfort and caring, and indicating that she or he is on the support recipient's side.
Emotional Challenge	The perception that an other is challenging the support recipient to evaluate his or her attitudes, values, and feelings.
Reality Confirmation	The perception that an other, who is similar to and who sees things the same way the support recipient does, is helping to confirm the support recipient's perspective of the world.
Task Appreciation *	The perception that an other is acknowledging the support recipient's efforts and is expressing appreciation for the work she or he does.
Task Challenge	The perception that an other is challenging the support recipient's way of thinking about a task or an activity in order to stretch, motivate, and lead the support recipient to greater creativity, excitement, and involvement.
Tangible Assistance *	The perception that an other is providing the support recipient with financial assistance, products, and/or gifts.
Personal Assistance *	The perception that an other is providing services or help, such as running an errand or driving the support recipient somewhere.

Note. * Form of support hypothesized to be related to work-life conflict.

Individuals will likely receive certain forms of support from some individuals and other forms of support from other individuals (cf., Richman & Rosenfeld, 1987; Rosenfeld et al., 1989). For example, reality confirmation support ("the perception that an other, who is similar to and who sees things the same way the support recipient does,

is helping to confirm the support recipient's perspective of the world" Richman et al., 1993, p. 291), by definition, would only be expected to come from an individual who is similar to the recipient. Similarly, as Richman et al. (1993) noted, some forms of social support (e.g., task appreciation support and task challenge support) require specific expertise that, for example, a family member or spouse may not be able to provide because they may not be familiar with the recipient's job or vocation. Furthermore, some types of support may not be as relevant for an individual experiencing work–life conflict. For example, task challenge support, which involves challenging an individual's way of thinking about a task or an activity in order to motivate or lead the individual to greater creativity and involvement, would not be expected to be helpful in assuaging the conflicts occurring between one's work and nonwork lives.

As previously noted, in the current study, the interest is on support provided from a supervisor to an employee. Furthermore, only support that could help alleviate the employee's work–life conflict, should the supervisor perceive there is conflict present, is of interest. Thus, only those forms of support that are expected to come from one's supervisor and have the possibility of alleviating work–life conflict are expected to produce meaningful relationships with the variables of interest. However, as stated earlier in this paper, researchers have typically examined social support using unidimensional scales for which there are questions that span across these various dimensions. Thus, in order to examine whether the multidimensional nature of social support is important when studying work-life conflict, all eight of Richman et al.'s (1993) forms of support will be assessed but only five that seem relevant to this study

are hypothesized to relate to supervisor assessments of employee work-life conflict. These five are marked with an asterisk in Table 1 and are described in more detail in following paragraphs. Those forms of support that are not marked with an asterisk are not expected to relate to the variables of interest and are hypothesized as such.

The first dimension, listening support, refers to the perception that the individual is listening without being judgmental. The idea here is that sometimes the simple act of being listened to can help alleviate feelings of stress. Therefore, if a supervisor perceives that an employee is experiencing work–life conflict, he or she can provide support to the employee by simply allowing the employee to talk about the conflict.

The second dimension, emotional support, refers to the perceptions that the support giver cares and is concerned about the recipient. This dimension goes beyond simply listening and involves an element of empathy and an expression of compassion. Task appreciation support is the third dimension of support that is of interest in this study, and refers to the support giver acknowledging the recipient's efforts and expressing appreciation of the work the recipient does. This may be relevant to work–life conflict, because an employee's feelings of one domain (e.g., work) interfering with the other domain (e.g., nonwork) may be lessened if he or she feels the work in the first domain is appreciated and worthwhile. This underscores the fact that work–life conflict is a perception, which can change regardless of whether actual work or nonwork conditions change.

The fourth type of support that supervisors could provide to help alleviate an employee's work–life conflict is tangible assistance support, which would entail the

employee perceiving that the supervisor is providing assistance in the form of concrete, material goods such as money or additional resources. This, of course, would be somewhat dependent on the availability of such resources and the supervisor's opportunity and authority to provide such goods. Nevertheless, such support could reduce work–life conflict. For example, a supervisor could provide an employee with a laptop computer, which could allow the employee to work from home part of the time, thus reducing the amount of time spent at work and ostensibly reduce perceptions of work–life conflict. It is important to note, however, that although such teleworking options intuitively would reduce work–life conflict, and has been touted in the popular press as helping accomplish this (e.g., Shellenbarger, 1997), telework (especially when conducted in the home) has been associated with blurred work–life boundaries, longer work hours, and increased stress (Hill, Miller, Weiner, & Colihan, 1998; Konradt, Hertel, & Schmook, 2003; Olson & Primps, 1984), and thus may not be the best option for reducing work–life conflict. Nevertheless, tangible assistance support is an important type of support to examine for reducing work–life conflict, and not all tangible assistance is likely to result in telework situations.

The final type of support that is expected to relate to work-life conflict, personal assistance support, refers to support that one may provide to another in the form of providing services or help, such as assisting with a work task or running an errand for the support recipient. This type of support can be viewed as being similar to organizational citizenship behavior (OCB; Bateman & Organ, 1983; Organ, 1988; Smith, Organ, & Near, 1983) or prosocial behavior (Brief & Motowidlo, 1986), which is

akin to contextual performance (Borman & Motowidlo, 1993). These behaviors include such activities as volunteering to carry out duties not formally part of one's job as well as helping and cooperating with others (Borman & Motowidlo 1993). Specifically, personal assistance support is akin to OCBIs (behaviors that immediately benefit specific individuals; Williams & Anderson, 1991) rather than OCBOs (behaviors that benefit the organization in general), as personal assistance support is directed at a particular individual rather than the broader organizational, social, and psychological environment.

The final three forms of support that Richman et al. (1993) described (emotional challenge, reality confirmation support, and task challenge support) are not expected to be related to supervisor assessments of employee work-life conflict. As stated earlier, task challenge support involves challenging an individual's way of thinking in order to motivate the individual to greater creativity and involvement and has little if anything to do with minimizing potential conflicts that may be occurring between one's work and nonwork lives. Similarly, emotional challenge support, or the challenging of the support recipient to evaluate his or her attitudes, values, and feelings is likely to occur whether the supervisor views the employee as having high or low amounts of conflict. For example, the supervisor could challenge an employee's attitudes about the importance of work over a personal life if there is a high amount of work-to-life conflict in the hopes to ease the mental anguish of the employee. On the other hand, the supervisor may offer this same challenge of attitudes if there is low conflict, in an effort to motivate the employee to spend more time at work, since it is not affecting the employee's personal life. Reality confirmation support, the helping of an individual to confirm the support

recipient's perspective of the world, is also not expected to relate to supervisor assessments of work-life conflict because this form of support would be more of a verification of what the employee wants to hear rather than a means of reducing conflict that may be occurring. These three forms of support, unlike the first five forms that were described, are not expected to relate to assessments of work-life conflict.

Hypothesis 1: Supervisor assessments of employee work–life conflict are positively related to the five forms of support that are marked with an asterisk in Table 1 (listening support, emotional support, task appreciation support, tangible assistance support, and personal assistance support).

Moderators of the Relationship between Supervisor Assessments and Social Support

The relationship between a supervisor's assessments and the support he or she offers may depend on contextual factors. Indeed, there are at least two possible moderators of the relationship between a supervisor's assessments of an employee's work–life conflict and the support provided to the employee. For example, whether a supervisor and employee interact primarily through electronic means versus face-to-face contact may influence whether or not the supervisor provides certain forms of support. Furthermore, the supervisor's affect or liking of the employee may influence whether he or she offers support to the employee. Each of these will be described in further detail below. Figure 2 depicts the relational variables of interest for this relationship.

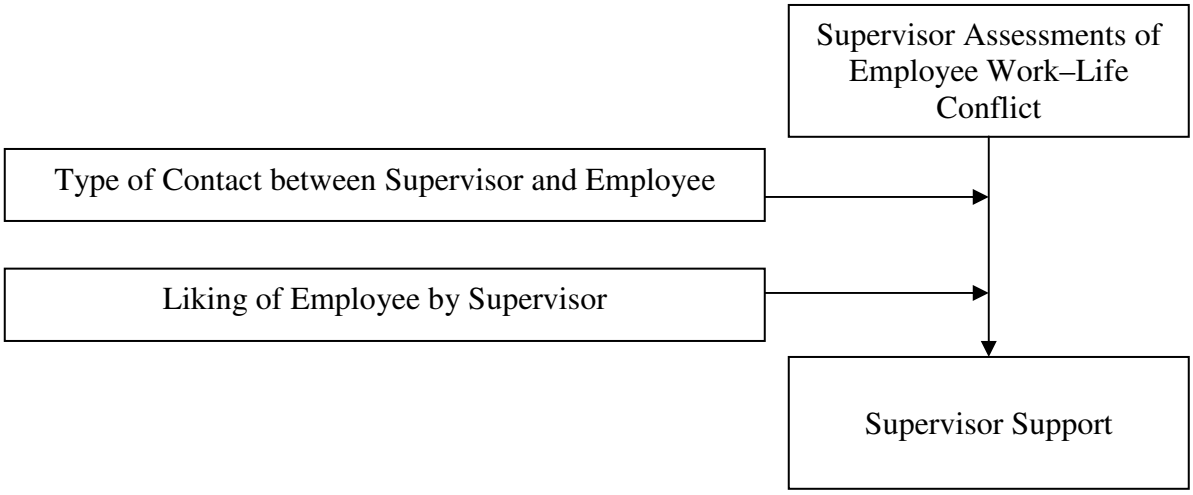

Figure 2. Hypothesized moderators of the relationship between supervisor assessments of employee work–life conflict and supervisor support.

Personal Contact

One variable that is likely to influence the amount of social support a supervisor will provide an employee is the type of personal contact an employee has with his or her supervisor. For example, if a supervisor only has contact with an employee via non face-to-face means (e.g., telephone or email), then listening support and task appreciation support may be more likely than would be tangible assistance or personal assistance support, simply because of the types of activities associated with each form of support. That is, it is much easier to listen to an employee or acknowledge his or her efforts through a telephone conversation than it is to provide financial assistance or assist with a job task. Accordingly, supervisors who have face-to-face personal contact with employees are expected to provide different forms of support than are supervisors who have non face-to-face personal contact with employees.

Hypothesis 2: The positive relationship between supervisor assessments of employee work–life conflict and the form of support he or she provides is moderated by the type of contact the supervisor and employee experience, such that a relationship exists for all forms of support when they have face-to-face personal contact whereas non face-to-face personal contact is only related to listening support and task appreciation support, and to a lesser extent.

Of course, some may argue that personal contact is necessary for assessments to occur. That is, it may be that without personal contact, the supervisor may not have the necessary information to know whether the employee is experiencing a great deal of work–life conflict. I propose, however, that supervisors can still assess employee work-life conflict without personal contact, but that these assessments will vary in terms of accuracy as a function of the amount of personal contact. The accuracy of a supervisor's assessments is not expected to relate to whether or not a supervisor provides support.

Liking of Employee by Supervisor

A second factor that could influence the degree of support that a supervisor provides an employee is the extent to which the supervisor likes the employee. It is intuitive that an individual who likes another individual will be more likely to help that other individual. Indeed, this is what numerous studies that have examined liking and helping have found – individuals are more likely to help another individual if they like an aspect of that person, even if the liking is simply due to similarity to the person, physical appearance, or other attraction factors (e.g., Clark, Oullette, Powel, & Milberg, 1987; Dovidio & Morris, 1975; Hayden, Jackson, & Guydish, 1984). Along these lines,

it is logical to posit that a supervisor who perceives an employee as experiencing work–life conflict will be more likely to help the employee if he or she likes him or her. If, however, the supervisor does not like the employee then he or she would not be predicted to help or would be expected to provide support to a lesser degree.

Hypothesis 3: The positive relationship between supervisor assessments of employee work–life conflict and the support he or she provides is moderated by the extent to which the supervisor likes the employee, such that a stronger relationship exists for supervisors who like the employee whereas a weaker relationship is expected for supervisors who do not like the employee.

Employee Satisfaction with Support and Subsequent Outcomes

There are numerous outcomes of interest regarding social support. For example, many researchers have linked social support with the support recipient's health and well–being (e.g., Ganster & Victor, 1988; Hardy, Richman, & Rosenfeld, 1991; Landsbergis, Schnall, Deitz, & Friedman, 1992). Similarly, social support from direct supervisors has been found to facilitate the reduction of work–life conflict (Allen, 2001) as well as the reduction of the negative effects of the conflict (e.g., Thomas & Ganster, 1995; Thompson, Beauvais, & Lyness, 1999).

Additionally, several studies have demonstrated that supervisory support is related to several variables directly relevant to the organization. For example, increases in social support have been tied to increases in performance (e.g., Olson & Borman, 1989; Sargent & Terry, 2000). Similarly, supervisor support has been found to be positively related to one's satisfaction with one's job (e.g., Allen, 2001; De Lange, Taris,

Kompier, Houtman, & Bongers, 2004; Sargent & Terry, 2000) and to commitment to the organization (e.g., Allen, 2001; Rhoades et al., 2001; Stinglhamber & Vandenberghe, 2003). Finally, researchers have demonstrated that as support increases, an employee's intentions to leave the organization tend to decrease (e.g., Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002; Rhoades & Eisenberger, 2002; Stamper & Johlke, 2003).

These same outcomes have also been shown to be related to work–life conflict. For example, researchers have reported that higher levels of work–life conflict are related to lower levels of job satisfaction (Adams et al., 1996; Allen et al., 2000; Burke, 1988), career satisfaction (Martins, Eddleston, & Veiga, 2002), organizational commitment (Allen et al., 2000), and job performance (e.g., Aryee, 1992; Frone, Yardley, & Markel, 1997; Kossek & Nichol, 1992). Similarly, higher levels of work-life conflict are related to stronger turnover intentions (Allen et al., 2000; Burke, 1988; Greenhaus, Collins, Singh, and Parasurman, 1997; Greenhaus et al., 2001).

Given that some of the very outcomes that work–life conflict negatively affects are also those found to be aided by social support, it is possible that social support may buffer the negative effects of work–life conflict, at least on these outcomes (i.e., job satisfaction, organizational commitment, turnover intentions, and job performance). However, the buffering effect of social support may not be direct. That is, social support may actually influence another, related variable, which in turn reduces an employee's work–life conflict. For example, Carlson and Perrewé (1999) compared several models examining social support's relationship with work–life conflict and stressors. They

found that social support indirectly decreases the negative impact of work–life conflict, in part through the reduction of such stressors as role conflict, role ambiguity, and time demands. Thus, although support may directly influence an employee's work–life conflict, it may also indirectly influence work-life conflict.

One possible overlooked construct that may serve as an explanatory mechanism for the relationship between support and subsequent work–life conflict is the employee's satisfaction with the support. I propose that the social support a supervisor provides will trigger satisfaction with the support. If the employee reports satisfaction with the support, then work–life conflict will be lower than if the employee responds negatively to the support (i.e., reports dissatisfaction with it).

Hypothesis 4: The negative relationships between the support a supervisor provides to the employee and the employee's (a) subsequent work–life conflict and (b) turnover intentions are partially mediated by the employee's satisfaction with the support. Furthermore, the positive relationships between the support a supervisor provides to the employee and the employee's (c) job satisfaction, (d) organizational commitment, and (e) job performance are partially mediated by the employee's satisfaction with the support.

Supervisor Support and Employee Satisfaction with Support

The relationship between supervisor support and employee satisfaction with the support is likely to be moderated by the extent to which the employee needs the support. Because, as described earlier, self-assessments are possibly the best estimates of actual conflict, they can also be thought of being an indicator of whether an individual needs

support. For example, if an employee provides a self-assessment of his or her work-life conflict that indicates there is a high degree of conflict between the two domains, it can be assumed that the employee needs support more so than an employee who provides a self-assessment that indicates a low degree of work-life conflict. If the employee is indeed experiencing conflict, and thus is in need of support, the employee is likely to be accepting and appreciative of any provided support. However, if the employee does not need support, as evidenced by low levels of conflict, then the employee may deem any provided support as being unnecessary or possibly even condescending. Similarly, if the employee is experiencing a high degree of conflict but receives little support, then the employee may be dissatisfied or frustrated with the lack of support and may experience heightened conflict.

Hypothesis 5: The relationship between the supervisor's support and the employee's satisfaction with the support is moderated by the employee's need for support, as operationalized by the employee's self-assessment of work–life conflict, such that the greater the employee's conflict, the more satisfied the employee will be with the support provided.

Figure 3 shows the proposed relationships between a supervisor's assessments of an employee's work–life conflict, the support the supervisor provides the employee, the moderating role of the relational factors between the employee and the supervisor that are likely to influence this relationship, the employee's satisfaction with the support, and the moderating influence of the need for support.

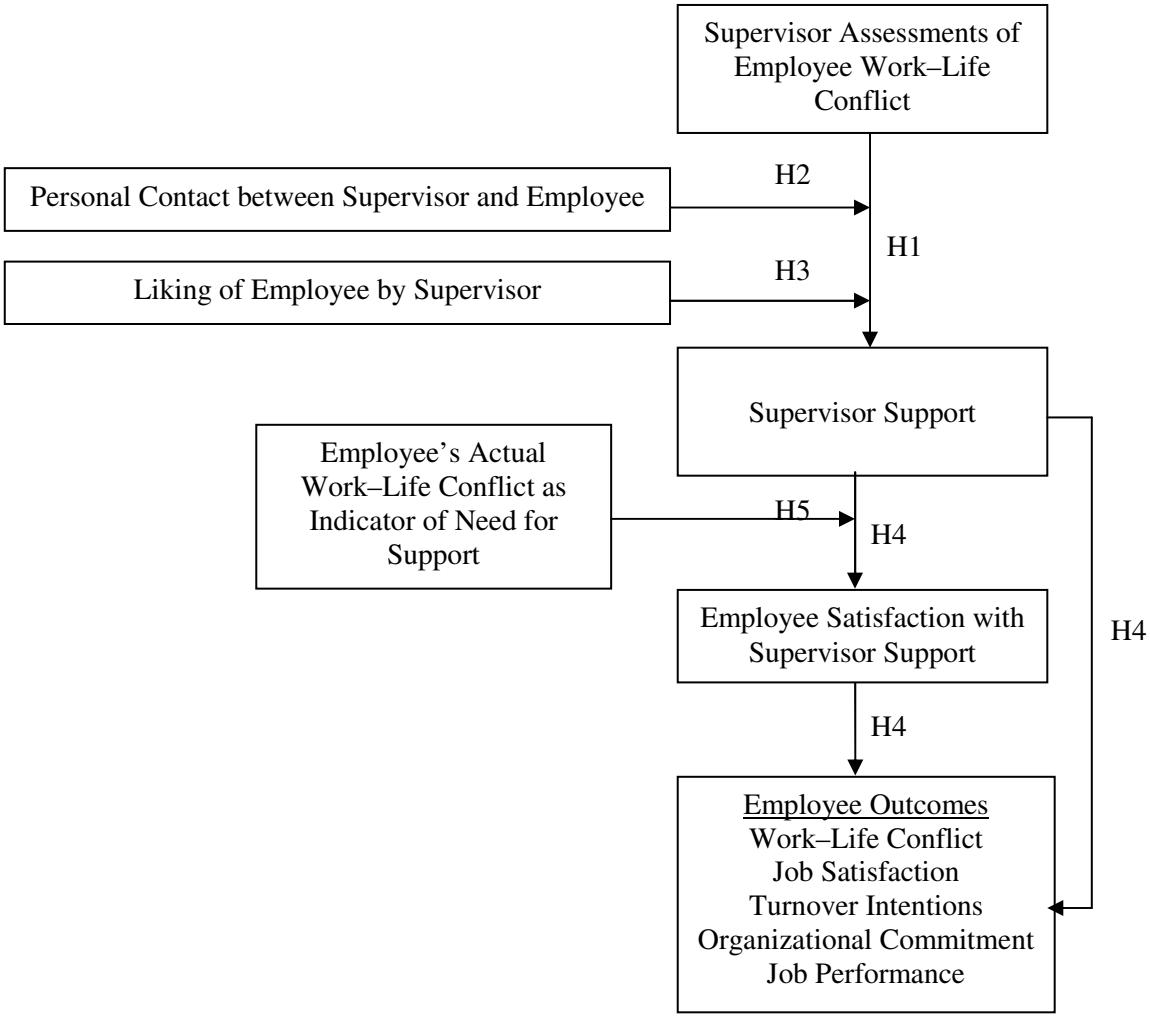

Figure 3. Proposed model of relationships between supervisor assessments of employee work–life conflict, supervisor support, employee satisfaction with the support, and subsequent outcomes.

METHOD

Power Analysis

A power analysis was conducted to ensure data were gathered from an adequate number of participants prior to testing all proposed hypotheses. A search of the literature yielded no studies that examined the multivariate relationship between work-life conflict, social support, and the proposed moderator variables (personal contact, liking, and satisfaction with support). Consequently, effect sizes for the various relationships were estimated, with a small to moderate effect for the main effects and the interaction terms having a small effect ($R^2 = .05$). With these estimates, a power level of .80, and a significance value of .10 (and not .05 because a trade-off in Type I vs. Type II error rate was sought based on the fact that moderated regressions yield a high likelihood of a Type II error rate; Aiken & West, 1991), it was determined that approximately 110 participants would be needed. Because some measures are provided by supervisors (e.g., perceptions of employee work-life conflict, liking of employee, and supervisory support) whereas others are provided by employees (e.g., satisfaction with support and subsequent outcomes), or by both the employee and the supervisor (e.g., personal contact), the total number of participants needed to be at least 220 (110 participants and their corresponding supervisors).

Participants

Participants were employed students ($N = 114$) from a large Southwestern public university who were recruited through the psychology subject pool and upper-level psychology and management courses. All participants were required to be currently

employed, working either part-time or full-time. A total of 220 employed students completed the first part of the study. Each participant was asked to provide access to his or her direct supervisor. Supervisors of 145 (65%) of the employed students completed their portion of the study. Once the supervisors completed their portion, the students were emailed a link to their second and final survey. Completed data were obtained from a total of 114 students (52% from Time One, 79% of those whose supervisors had completed their survey). Of the final 114 employed students, 32% were male and the largest reported ethnic group was Caucasian (81%), followed by Hispanic (12%), Asian (3%), and African–American (2%). Ages ranged from 18 to 28, with an average age of 21.11 (*SD* = 2.05). In terms of marital status, 18% of the participants were married. Few respondents (1%) had children living at home. The average tenure with their organization was 18 months (*SD* = 18). Ninety-one percent of the students were employed part-time (working fewer than 40 hours per week), with the average number of hours worked per week being 21.11 (*SD* = 9.30).

Of the final 114 matching supervisors that completed questionnaires on behalf of their employees, 46% were male and the largest ethnic group was Caucasian (85%), followed by Hispanic (6%), African-American (3%) and Asian (2%). Fifty-five percent of the supervisors were married and 47% reported having children living at home. No supervisor rated more than one employee.

Procedure

This study consisted of two time periods. Individuals were recruited from either upper-level courses (for which they received extra credit for their participation) or the

psychology subject pool (for which they received course research credit for their participation). At this first time period, participants completed questionnaires in a group setting. Participants were given a Time 1 questionnaire (see Appendix A) assessing demographic information, variables assessing the amount and type of personal contact they have with the chosen supervisor, their work–life conflict for the previous month, and their perceptions of as well as satisfaction with the support their supervisor has provided in the previous month. Participants were then instructed to have a supervisor complete a corresponding Time 1 questionnaire (see Appendix B) that included demographic information, their assessments of the participant's work–life conflict during the previous month, relational variables, and the forms and amount of support they have provided to the employee in the previous month. Participants were informed that their supervisor must complete his or her corresponding questionnaire within three to five days to ensure both supervisors and participants used the same time period (the previous month) as a referent. The supervisor questionnaire was completed online.

Two weeks after the participants and the supervisors completed their Time 1 questionnaires, an email was sent to participants indicating it was time to complete the Time 2 questionnaire (see Appendix C). They were informed that this questionnaire must be completed within three days of receiving the email notification. Participant's follow-up questionnaires assessed their current work–life conflict, job satisfaction, organizational commitment, turnover intentions, job performance, their amount and type of personal contact they have had with their supervisor, and their perceptions of the support they received in the previous two weeks. Furthermore, there were two open-

ended questions that asked participants to (a) note if there was anything that happened in the previous two weeks that would influence their responses to the items (e.g., job satisfaction, work–life conflict) and (b) indicate their work plans after the semester.

Figure 4 shows the timing of measurements and the sources of information.

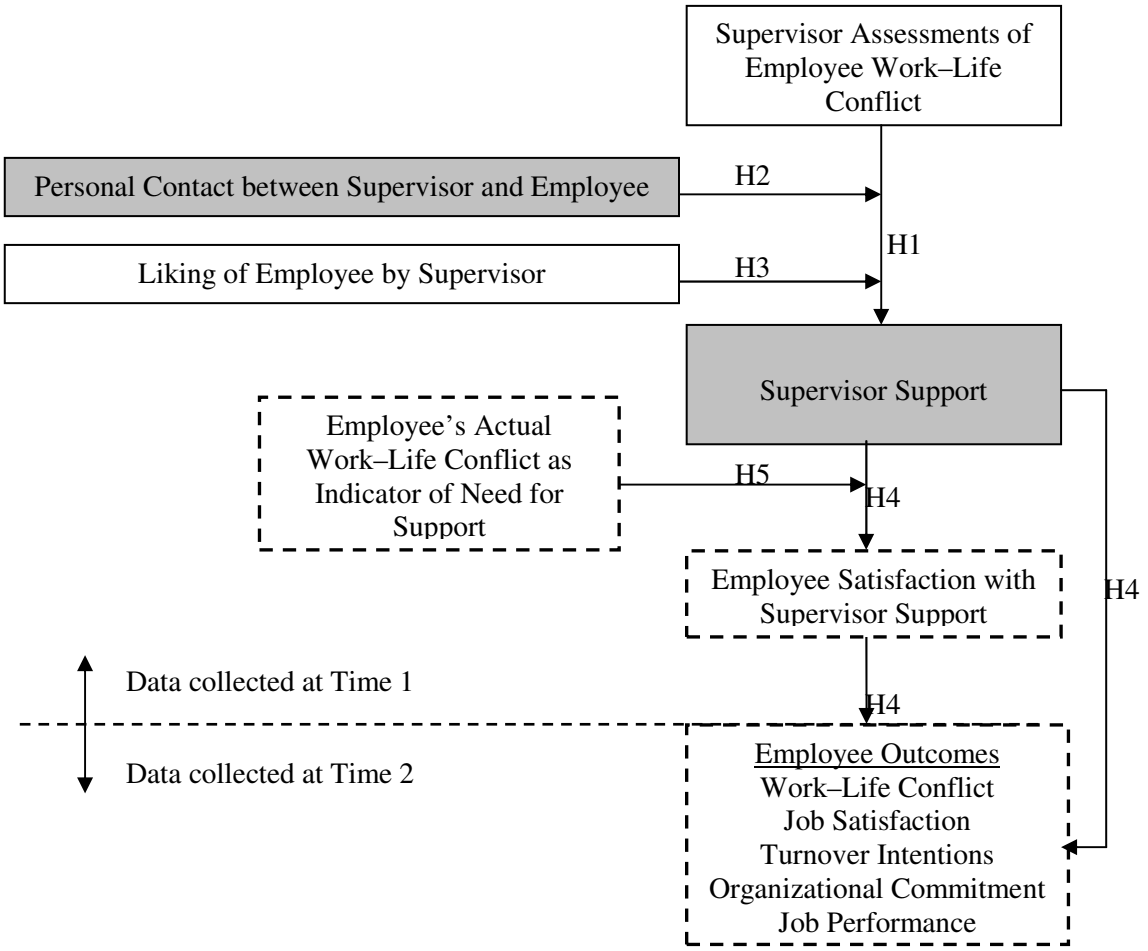

Figure 4. Proposed model of relationships with timing of study and information regarding sources of data. Shaded boxes represent data collected from both supervisors and employees. Dashed boxes represent data collected from employees only. Remaining boxes represent data collected from supervisors only. All boxes above the dashed line were collected at Time 1, whereas all employee outcomes were collected at Time 2.

Measures

The complete list of items for each of the following measures is located in Appendixes A, B, and C.

Demographics

Demographic variables included sex, age, ethnicity, education, marital status, number/age of children, and tenure.

Work–Life Conflict

In order to assess an individual's assessments of another individual's work–life conflict, the need for support, and the relationship between support and later work–life conflict, the employee reported self-assessments of his or her work–life conflict at two time periods and the supervisor provided an assessment of the employee's work–life conflict at the first time period. Self-assessments of work–life conflict were measured with a modified version of Netemeyer et al.'s (1996) ten–item Work–Family Conflict Scale. In the original measure, five items measured the extent to which work interferes with family and five items measure the extent to which family interferes with work with response choices that range from 1 (*strongly disagree*) to 5 (*strongly agree*). Netemeyer et al. reported an average coefficient alpha of .88 for work–to–family conflict and .86 for family–to–work conflict across samples. In the modified version that was used in this study, all references to "family" were changed to "life" or "personal responsibilities" so that the measure was representative of work-life conflict rather than the more specific work-family conflict. At Time 1, participants were asked to indicate the extent to which they perceive work and nonwork have interfered with each other in the previous month;

at Time 2, participants were asked to indicate the extent to which work and nonwork currently interfere with each other. Sample items for work interfering with life, with modifications to represent the Time 1 wording in brackets, include, “The demands of work interfere[d] with my home and personal life,” and “Due to work–related duties, I have [had] to make changes to my plans for personal activities.” Sample items for life interfering with work include, “I have [had] to put off doing things at work because of demands on my time at home,” and “Things I want[ed] to do at work most likely don’t get done because of the demands of my personal responsibilities.”

Assessments of the employee’s work–life conflict by the supervisor were assessed with a modified version of the same scale used at Time 1 for employees. Supervisors were asked to indicate the extent to which work and nonwork have interfered with each other for the employee in the previous month. Items were identical to those for the employee’s assessment of themselves, except the referent was modified to refer to the employee. For example, the item “The demands of work interfered with my home and personal life,” was replaced with “The demands of work interfered with his/her home and personal life.” The supervisor was instructed to respond to these questions with the employee in mind. For this study, the coefficient alpha for self-reported work-to-life conflict was .90 at Time 1 and .93 at Time 2, and was .84 at Time 1 and .86 at Time 2 for self-reported life-to-work conflict. For supervisor assessments of work-to-life and for life-to-work conflict, coefficient alpha was .91 for work-to-life conflict and .93 for life-to-work conflict.

Supervisor Support

Supervisor support was assessed using modified versions of Richman et al.'s (1993) Social Support Behaviors Survey. The original version assessed the following for each of the eight forms of support: (a) initials and relationship for each person who provides the support, (b) satisfaction with the support, (c) how difficult it would be to obtain more support, and (d) perceived importance of the support. They assessed quantity of support by tallying the number of support providers as indicated by the initials supplied by the respondent. Because only support from the supervisor was of interest, this was not a satisfactory measure of the quantity of support. Thus, supervisor support was assessed with a modified version completed by the supervisor and the employee at the first time period. For this scale, respondents were presented with definitions of the different forms of support (as was done with the original Richman et al. version) and were asked to indicate the amount of the various forms of support the supervisor has provided to the employee in the previous month. Response choices ranged from 1 (*none at all*) to 5 (*a lot*). The authors demonstrated the structural and construct validity of the eight forms of support, and adequate test-retest reliability (ranging from .44 to .87, over two-week and five-week intervals) considering the very nature of social support, in that it is likely to change over time. The forms of support were computed by taking the average of the employee score and the supervisor score for each form of support. Higher scores indicate a greater amount of that form of support. Across the eight forms of support, convergence estimates (between supervisors and employees) ranged from.25 to .64.

Employee Satisfaction with Support

Employee satisfaction with support was also assessed using a shortened version of Richman et al.'s (1993) Social Support Behaviors Survey, which was completed by the participants in the first time period. As noted earlier, Richman et al. assessed individuals' satisfaction with the different forms of support. However, this was limited to only a single question used to assess satisfaction. Although they assessed "quality of support" by computing the average of the respondent's satisfaction with the support and his or her perceived importance of the support, this was not deemed appropriate for the current study because one's views of how important support is should not be related to the satisfaction one has for actual support provided, which is the topic at hand. Thus, satisfaction with support were assessed with two satisfaction questions rather than a single satisfaction question or a satisfaction and importance question. Questions asked employees to indicate how satisfied they were with (1) the overall quality and (2) the amount of the various forms of support that the supervisor has provided in the previous two weeks. Similar to the supervisor support scale, respondents were presented with definitions of the different forms of support. Response scale ranged from 1 (*strongly dissatisfied*) to 5 (*strongly satisfied*). The two questions for each form (satisfaction with quality and with amount) were averaged to establish employee satisfaction with each of the eight individual types of support. Across the satisfaction with the eight forms of support, coefficient alpha ranged from .93 to .97.

Personal Contact

Face-to-face and non face-to-face personal contact between the supervisor and employee were assessed with three items given to both the supervisor and the employee at the follow-up time period. The items stated "In the past month, the amount of contact I have had with my [supervisor / employee] via [face-to-face / email / telephone] contact is:" with response choices ranging from 1 (*none at all*) to 5 (*a lot*). Personal contact via face-to-face means was determined by computing the average between employees and supervisors on that item. Personal contact via non face-to-face means was determined by taking the average of the remaining two items for the employees and the supervisors, and then creating "no contact" and "contact" variables by categorizing scores of zero on the face-to-face scale and the non face-to-face scale as indicative of "no contact" and higher scores combined to represent "contact". Thus, the face-to-face and non face-to-face contact scales became dichotomous items (0 = no contact, 1 = contact).

Face-to-face contact and non face-to-face contact are not expected to be related, whereby one can have face-to-face contact but no non face-to-face contact, or vice versa, or have both forms of contact. Although it is unlikely that an individual would experience neither form of contact, it is possible depending on the number of supervisors the employee has and how frequently he or she interacts with any one of them during a month's time period. Convergence estimates (between supervisors and employees) for face-to-face contact was .66 and for non face-to-face contact it was .63.

Liking of Employee by Supervisor

Liking of the employee by the supervisor was assessed with four items similar to those previously used by Barry and Stewart (1997) to measure interpersonal affect. A sample item is "This employee is someone I enjoy interacting with." Response choices range from 1 (*strongly disagree*) to 5 (*strongly agree*). The supervisor was instructed to use the employee who gave him or her the questionnaire as the referent. The coefficient alpha for this scale was .84.

Job Satisfaction

Job satisfaction was assessed partially with the four-item Nature of Work facet of the Job Satisfaction Survey (Spector, 1985), designed to assess the level of satisfaction an individual has with the nature of the work in his or her current job. Sample items include, "I like doing things I do at work," and "My job is enjoyable." Additionally, a global job satisfaction item was included, that stated "Overall, I am satisfied with my job." Response choices range from 1 (*strongly disagree*) to 5 (*strongly agree*). Responses to the five items were averaged to yield a composite job satisfaction score. The coefficient alpha for this scale was .86.

Organizational Commitment

Affective, continuance, and normative commitment were measured with six items each, from Meyer, Allen, and Smith's (1993) modified version of Allen and Meyer's (1990) scales. A sample affective commitment item is "I do not feel 'emotionally attached' to my organization" (reverse-scored). A sample continuance commitment item is "Right now, staying with my organization is a matter of necessity as

much as desire." A sample normative commitment item is "I would not leave my organization right now because I have a sense of obligation to the people in it." Response choices range from 1 (*strongly disagree*) to 5 (*strongly agree*). The authors reported coefficient alphas of .73 to .87 for these scales. Responses were averaged to yield composite commitment scores for each of the three forms of commitment (affective, continuance, normative). For this study, the coefficient alphas for affective, continuance, and normative commitment were .82, .73, and .86, respectively.

Turnover Intentions

Turnover intentions were assessed with two questions developed for this study. These items are, "I do not plan on staying in my job too much longer," and "I plan on leaving this company as soon as possible," with responses from 1 (*strongly disagree*) to 5 (*strongly agree*). Responses were averaged to yield composite turnover intention scores, with higher scores representing a greater inclination to leave the organization. The coefficient alpha for this scale was .84.

Job Performance

Job performance was assessed using ratings from the employee at Time 2. Employees responded to two items similar to those used previously by Meyer et al. (1993), which asked them (a) to indicate how good they think their supervisor would say they are in terms of their overall ability to do their job and (b) to provide their own assessment of their overall performance. Responses for all items ranged from 1 (*very inferior*) to 5 (*very superior*). Responses were averaged to yield composite performance

scores, with higher scores representing better performance. The coefficient alpha for this scale was .87.

Analytical Strategy

Initial Analyses

Before formal analyses were performed, initial analyses were conducted to identify data entry errors, identify unusual data points (e.g., outliers), examine patterns, and test relevant analytical assumptions (Tukey, 1977). First, a univariate exploration of the independent and dependent variables was conducted by examining measures of central tendency, variability measures, and the shape of distribution. Second, a bivariate examination was conducted to examine relationships between the variables.

Interaction Analyses

Moderated multiple regressions were used to test the three interaction hypotheses (H2, H3, H5). In order to test for moderators, the predictor and moderator variables were first centered in order to prevent multicollinearity between the predictor variables and the interaction term (Aiken & West, 1991). Then interaction terms were created between the centered variables of the predictors and moderators. Then, following Stone-Romero and Liakhovitzki's (2002) recommendation, all predictors (predictors, moderators, and interaction terms) were simultaneously regressed onto the dependent (criterion) variable. The presence of a moderator was determined by the significance of the regression coefficient for the interaction term. Because moderated regressions yield a high likelihood of a Type II error rate (Aiken & West, 1991), an increased alpha level (of .10 vs. .05) was used when testing interactions (see Pedhazur, 1982; Stone, 1988).

Mediation Analyses

Tests for mediation (H4a-e) were conducted using a series of regression analyses (Baron & Kenny, 1986) as well as a formal test of the indirect effect (the Sobel test; Preacher & Hayes, 2004). Baron and Kenny (1986) suggested that three criteria generally must be met when testing for the presence of a mediator. First, the predictor variable (supervisor support) should be significantly related to the criterion (subsequent work–life conflict, job satisfaction, organizational commitment, turnover intentions, or job performance). Second, the predictor variable should be related to the mediator variable (satisfaction with support). Third, the mediator should be related to the criterion when controlling for the predictor variable. In order to test for these conditions, a series of regression analyses were performed. First, a relationship between the predictor variable and the criterion was established to ensure there was a significant relationship to mediate. Next a relationship between the predictor variable and the mediator was established, which should also be significant. Third, the mediator and the predictor variable were entered together to predict the criterion and test whether the mediator variable was still significantly related to the criterion, which would occur if there was mediation. Once these conditions were met, the final test from this approach to establish mediation was to examine the *B* coefficient for the independent variable in this final analysis. If non-significant when the mediation variable was included, the mediation variable has a full mediating effect. If the final *B* coefficient for the predictor variable decreases significantly, but is still greater than 0, then it is a partially mediated effect.

In addition to this series of regressions to test mediation, a formal significance test of the indirect effects were tested using the Sobel test (Preacher & Hayes, 2004). This formal test was used for two reasons. First, whereas the approach recommended by Baron and Kenny (1986) provides sound rationale and step-by-step means of assessing mediation, researchers have recently noted several shortcomings to their approach, including low statistical power (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002) and an increased risk of drawing erroneous conclusions (as both Type I and Type II errors) from the data (Holmbeck, 2002). Furthermore, Preacher and Hayes (2004) have argued that using the Sobel test more directly assess the mediation hypothesis than does the series of regression analyses proposed by Baron and Kenny. Thus, although Baron and Kenny's approach were used to outline the steps in the test for mediation, a formal test of the indirect effects were used to increase the power to assess mediation and to ensure accurate conclusions were reached.

Hypotheses

Hypothesis 1 posited that supervisor assessments of employee work–life conflict are positively related to the support he or she provides an employee. Both life-to-work conflict and work-to-life conflict perceptions were tested by examining the beta coefficients for simple regressions with each type of support.

Hypothesis 2 posited that the positive relationship between supervisor assessments of employee work–life conflict and the form of support he or she provides is moderated by the type of contact the supervisor and employee experience, such that a relationship exists for all forms of support when they have face-to-face personal contact

whereas non face-to-face personal contact is only related to listening support and task appreciation support, and to a lesser extent. This was tested by first examining the range of responses on the two forms of contact. That is, the frequencies of responses were examined to ensure that there was variability in the responses provided such that some individuals experienced some or no face-to-face contact and/or non face-to-face contact (i.e., some individuals had scores that were zero on these measures). Unfortunately, there was not sufficient variability in responses so this hypothesis was not able to be tested. This is described in more detail in the Results section.

Hypothesis 3 predicted that the positive relationship between supervisor assessments of employee work–life conflict and the support he or she provides is moderated by the extent to which the supervisor likes the employee, such that a stronger relationship exists for supervisors who like the employee whereas a weaker relationship is expected for supervisors who do not like the employee. This was tested by conducting a moderated regression with the supervisor's assessments of the employee's work–life conflict (centered) as the predictor variable, the supervisor's interpersonal attraction for the employee (centered) as the moderator, supervisor assessments x supervisor interpersonal attraction as the interaction term and supervisor support as the criterion.

Hypothesis 4 predicted that the negative relationships between the support a supervisor provides to the employee and the employee's (a) subsequent work–life conflict and (b) turnover intentions are partially mediated by the employee's satisfaction with the support. Furthermore, the positive relationships between the support a supervisor provides to the employee and the employee's (c) job satisfaction, (d)

organizational commitment, and (e) job performance are partially mediated by the employee's satisfaction with the support. Each of these hypotheses was examined by following Baron and Kenny's (1986) recommended steps, as described earlier. These hypotheses were also tested by conducting the Sobel test, a formal significance test of the indirect effect (Preacher & Hayes, 2004). The Sobel test was computed with the aid of an interactive calculation tool for mediation tests (Preacher & Leonardelli, 2001).

Hypothesis 5 predicted that the relationship between the supervisor's support and the employee's satisfaction with the support is moderated by the employee's need for support, as operationalized with his or her self-assessments of work–life conflict at Time 1, such that the greater the need for support (i.e., higher level of self-reported work-life conflict), the more satisfied the employee will be with the support provided. This was tested by conducting a moderated regression with supervisor support (centered) as the predictor variable, the employee's need for support (centered) as the moderator, supervisor support x employee's need for support as the interaction term and employee's satisfaction with support as the criterion.

RESULTS

Initial Analyses

The data were first examined in terms of central tendency, variability, and the shape of distribution. Table 2 shows the descriptive statistics for the variables of interest. In terms of normality, skew is not considered extreme if coefficients lie between –1.0 and +1.0, and kurtosis is not considered extreme if the coefficient is between –1.0 and +2.0 (Huck, 2000). As shown in Table 2, although a few variables came close to these guidelines (e.g., employee work-to-life conflict at Time 1 had a kurtosis value of -0.93), none exceeded them. Furthermore, although there appears to be a ceiling effect for job performance (M = 4.2; SD = 0.53) and liking of employee by the supervisor (M = 4.4; SD = 0.59), the remaining measures appear to be more evenly distributed, with more variability. Thus the normal distribution appears tenable for the majority of the data.

Table 2
Descriptive Statistics for Study Variables

Variable	*M*	*SD*	Skewness	Kurtosis
1. Employee WLC at Time 1	2.72	1.00	-0.13	-0.93
2. Employee LWC at Time 1	2.32	0.84	0.74	1.11
3. Sup. Assessment of Employee WLC	2.37	0.88	0.47	-0.05
4. Sup. Assessment of Employee LWC	2.12	0.87	0.61	0.04
5. Face-to-face contact	4.11	0.90	-0.93	0.39
6. Non face-to-face contact	2.29	0.87	0.78	0.44
7. Sup. Liking of Employee	4.40	0.59	-0.58	-0.84

Table 2 Continued

Variable	*M*	*SD*	Skewness	Kurtosis
8. Listening Support	3.33	0.80	-0.06	-0.37
9. Emotional Support	2.94	0.98	0.37	-0.43
10. Emotional Challenge Support	2.52	0.96	0.52	-0.00
11. Reality Confirmation Support	2.98	1.00	0.11	-0.90
12. Task Appreciation Support	3.68	0.85	-0.33	-0.52
13. Task Challenge Support	2.99	0.90	-0.29	-0.20
14. Tangible Assistance Support	2.04	1.00	0.88	0.00
15. Personal Assistance Support	2.51	0.92	0.38	-0.51
16. Listening Support Satisfaction	3.85	1.05	-0.78	-0.04
17. Emotional Support Satisfaction	3.62	1.02	-0.57	0.03
18. Emotional Challenge Support Satisfaction	3.43	0.98	-0.23	-0.10
19. Reality Confirmation Support Satisfaction	3.55	0.96	-0.62	0.27
20. Task Appreciation Support Satisfaction	3.79	1.18	-0.74	-0.33
21. Task Challenge Support Satisfaction	3.43	0.95	-0.18	-0.11
22. Tangible Assistance Support Satisfaction	3.42	1.04	-0.16	-0.42
23. Personal Assistance Support Satisfaction	3.64	0.94	-0.31	-0.07
24. Subsequent Employee WLC	2.67	0.99	0.13	-0.62
25. Subsequent Employee LWC	2.21	0.77	0.33	-0.20
26. Job Satisfaction	3.86	0.74	-0.38	-0.25
27. Turnover Intentions	3.25	1.06	-0.33	-0.45
28. Affective Commitment	3.12	0.78	-0.30	0.13
29. Continuance Commitment	2.60	0.74	0.33	-0.16
30. Normative Commitment	3.09	0.86	-0.26	0.11
31. Job Performance	4.19	0.53	-0.00	0.40

Note. $N = 114$; WLC = work-to-life conflict, LWC = life-to-work conflict, Sup. = Supervisor

Table 3
Correlations and Reliability Estimates for Study Variables

	1	2	3	4	5	6	7	8	9	10
1. Employee WLC at Time 1	(.90)									
2. Employee LWC at Time 1	.37**	(.84)								
3. Sup. Assessment of Employee WLC	.39**	.31**	(.91)							
4. Sup. Assessment of Employee LWC	.23*	.55**	.65**	(.93)						
5. Face-to-face contact	-.04	.01	-.10	.04	(.66)					
6. Non face-to-face contact	.02	.14	-.05	.10	.18	(.63)				
7. Sup. Liking of Employee	-.22*	-.10	-.23*	-.11	.37**	.15	(.84)			
8. Listening Support	-.31**	-.25**	-.34**	-.21*	.41**	.17	.33*	(.29)		
9. Emotional Support	-.22*	-.06	-.26**	-.09	.53**	.20*	.37**	.65**	(.60)	
10. Emotional Challenge Support	.02	-.01	-.11	.06	.43**	.14	.27**	.43**	.61**	(.55)
11. Reality Confirmation Support	-.24*	-.18	-.20*	-.09	.41**	.09	.47**	.64**	.66**	.55**
12. Task Appreciation Support	-.22*	-.25**	-.27**	-.20*	.47**	.17	.48**	.57**	.60**	.36**
13. Task Challenge Support	.06	-.17	-.03	-.08	.39**	.14	.30**	.51**	.57**	.58**
14. Tangible Assistance Support	.03	.08	0.0	.13	.19*	.25**	.21*	.22*	.36**	.44**
15. Personal Assistance Support	-.06	-.06	-.02	-.06	.37**	.21*	.35**	.36**	.47**	.38**
16. Listening Support Satisfaction	-.37**	-.10	-.26**	-.25**	.31**	.18	.36**	.57**	.53**	.26**

Table 3 Continued

	1	2	3	4	5	6	7	8	9	10
17. Emotional Support Satisfaction	-.33**	.00	-.24*	-.22*	.28**	.29**	.32	.49**	.58**	.28**
18. Emotional Challenge Support Satisfaction	-.17	-..07	-.18	-.23*	.32**	.19*	.26**	.41**	.39**	.39**
19. Reality Confirmation Support Satisfaction	-.30**	-.19*	-.17	-.23*	.22*	.19*	.32**	.44**	.46**	.19*
20. Task Appreciation Support Satisfaction	-.31**	-.09	-.37**	-.31**	.37**	.16	.39**	.45**	.48**	.31**
21. Task Challenge Support Satisfaction	-.04	-.03	.05	-.02	.27**	.03	.22*	.14	.24**	.23*
22. Tangible Assistance Support Satisfaction	-.05	.06	-.18	-.33**	.26**	.30**	.29**	.25**	.30**	.24*
23. Personal Assistance Support Satisfaction	-.17	-.03	-.15	-.20*	.35**	.26**	.29**	.33**	.43**	.24**
24. Subsequent Employee WLC	.73**	.31**	.35**	.24*	-.02	-.03	-.09	-.32**	-.29**	.00
25. Subsequent Employee LWC	.33**	.55**	.18	.21*	.04	.10	-.11	-.21*	-.09	.06
26. Job Satisfaction	-.24*	-.16	-.33**	-.36**	.13	.16	.24*	.28**	.18	.21
27. Turnover Intentions	.14	.18	.29**	.32**	.05	-.08	-.14	-.04	-.14	-.16
28. Affective Commitment	-.16	-.12	-.30**	-.29**	.27**	.23*	.37**	.22*	.35**	.33**
29. Continuance Commitment	.27**	.08	.19*	.2*	.13	.12	.01	-.16	-.10	.07
30. Normative Commitment	.05	-.06	-.12	-.12	.12	.11	.13	.07	.18	.16
31. Job Performance	.10	-.11	-.11	-.09	.03	.08	.1	.14	.15	.16
32. Employee Sex (0 = male, 1 = female)	-.12	-.06	-.18	-.16	.15	.01	.22*	.14	.20*	.09
33. Employee Age	.11	.12	.22*	.23*	-.04	.15	.10	-.02	-.07	-.10
34. Supervisor Sex (0 = male, 1 = female)	-.20*	.01	-.11	-.09	.10	.08	.11	.20*	.27**	.12

Table 3 Continued

	11	12	13	14	15	16	17	18	19	20
11. Reality Confirmation Support	(.64)									
12. Task Appreciation Support	.56**	(.48)								
13. Task Challenge Support	.53**	.49**	(.33)							
14. Tangible Assistance Support	.32**	.18	.37**	(.57)						
15. Personal Assistance Support	.45**	.43**	.50	.45**	(.25)					
16. Listening Support Satisfaction	.42**	.60**	.25**	0.0	.28**	(.93)				
17. Emotional Support Satisfaction	.37**	.54**	.32**	.07	.26**	.77**	(.95)			
18. Emotional Challenge Support Satisfaction	.31**	.43**	.40**	.31**	.17	.54**	.56**	(.95)		
19. Reality Confirmation Support Satisfaction	.49**	.47**	.27**	.17	.25**	.60**	.60**	.55**	(.94)	
20. Task Appreciation Support Satisfaction	.40**	.69**	.35**	.11	.27**	.71**	.65**	.52**	.55**	(.93)
21. Task Challenge Support Satisfaction	.13	.34**	.39**	.25**	.19*	.33**	.42**	.68**	.46**	.43**
22. Tangible Assistance Support Satisfaction	.22*	.34**	.30**	.40**	.16	.33**	.37**	.55**	.38**	.44**
23. Personal Assistance Support Satisfaction	.29**	.44**	.31**	.15	.39**	.58**	.64**	.44**	.42**	.54**
24. Subsequent Employee WLC	-.23*	-.25**	.02	.08	-.05	-.31	-.29**	-.09	-.23*	-.27**
25. Subsequent Employee LWC	-.09	-.20*	-.08	.13	-.06	-.07	-.01	.03	.04	-.03
26. Job Satisfaction	.23*	.23*	.33**	.11	.21*	.26**	.27**	.32**	.20*	.32**
27. Turnover Intentions	-.10	-.07	-.19*	-.12	-.07	-.06	-.12	-.08	-.17	-.16
28. Affective Commitment	.30**	.31**	.43**	.17	.24*	.23*	.24**	.25**	.24**	.39**

Table 3 Continued

	11	12	13	14	15	16	17	18	19	20
29. Continuance Commitment	-.19*	-.10	.14	.11	.06	-.21*	-.22*	-.02	-.11	-.12
30. Normative Commitment	.11	.22*	.25**	.09	.19*	.21	.16	.22	.23*	.28**
31. Job Performance	.11	.12	.17	.23*	.14	-.01	-.05	.14	.06	.014
32. Employee Sex (0 = male, 1 = female)	.10	.21*	.09	.04	.07	.26**	.30**	.23*	.15	.18
33. Employee Age	-.06	-.20*	-.09	-.20	-.14	-.15	-.13	-.22*	-.11	-.29**
34. Supervisor Sex (0 = male, 1 = female)	.18	.16	-.01	-.06	.16	.15	.21*	-.03	.20*	.14

Table 3 Continued

	21	22	23	24	25	26	27	28	29
21. Task Challenge Support Satisfaction	(.95)								
22. Tangible Assistance Support Satisfaction	.51**	(.97)							
23. Personal Assistance Support Satisfaction	.39**	.52**	(.95)						
24. Subsequent Employee WLC	.10	-.02	-.12	(.93)					
25. Subsequent Employee LWC	.10	.04	-.02	.45**	(.86)				
26. Job Satisfaction	.24*	.37**	.18	-.24**	-.16	(.86)			
27. Turnover Intentions	-.08	-.16	-.09	.12	-.01	-.51**	(.84)		
28. Affective Commitment	.22*	.32**	.24**	-.12	-.11	.62**	-.47**	(.82)	
29. Continuance Commitment	.12	.06	-.13	.46**	.17	-.02	-.10	.20*	(.73)

Table 3 Continued

	30	31	32	33	34
21. Task Challenge Support Satisfaction	.22*	.06	.22*	-.19*	.01
22. Tangible Assistance Support Satisfaction	.18	.11	.09	-.18	-.06
23. Personal Assistance Support Satisfaction	.12	-.09	.20*	-.11	.05
24. Subsequent Employee WLC	.04	.05	-.13	.10	-.21*
25. Subsequent Employee LWC	.09	-.07	.01	.03	-.17
26. Job Satisfaction	.44**	.14	.12	-.21*	.04
27. Turnover Intentions	-.47**	-.15	-.17	.22*	.02
28. Affective Commitment	.58**	.11	.12	-.05	.03
29. Continuance Commitment	.28**	.15	-.05	.06	-.21*
30. Normative Commitment	(.86)				
31. Job Performance	.10	(.87)			
32. Employee Sex (0 = male, 1 = female)	.07	-.17			
33. Employee Age	-.17	-.07	-.25**		
34. Supervisor Sex (0 = male, 1 = female)	-.15	.04	.22*	.03	

Note. Reliability estimates are presented in parentheses on the diagonal (for measures of support and contact, reliability estimates are a measure of convergence and for all other measures the reliability estimates are coefficient alphas). N = 112-114. * $p < .05$; ** $p < .01$.

Next, a bivariate examination of the data was conducted to examine relationships between variables. Table 3 shows the correlations and reliability estimates (coefficient alphas) for all of the variables of interest.

Hypothesis 1

Hypothesis 1 posited that supervisor assessments of employee work–life conflict are positively related to five forms of support (listening, emotional, task appreciation, tangible assistance, and personal assistance support) he or she provides an employee. This hypothesis was not supported for any of the five forms of support, for either direction of work-life conflict. Indeed, as shown in Table 3 and Table 4, work-to-life conflict and life-to-work conflict and the five forms of support were either unrelated or were negatively, rather than positively, related.

The three remaining forms of support (emotional challenge, reality confirmation, and task challenge support), although not predicted to be related to supervisor assessments of employee work-life conflict, were also examined. As shown in Table 4, there was no relationship between either supervisor assessments of employee work-to-life conflict or supervisor assessments of employee life-to-work conflict and emotional challenge support or task challenge support. However, reality confirmation support was negatively related to supervisor assessments of employee life-to-work conflict ($\beta = -.19$, $p < .05$), and negatively related to supervisor assessments of employee work-to-life conflict ($\beta = -.20$, $p < .05$).

Table 4
Relationships between Work-Life Conflict and Forms of Support

	β
Work-to-Life Conflict	
Listening Support^{+}	-.34**
Emotional Support^{+}	-.26**
Emotional Challenge	-.11
Reality Confirmation Support	-.20*
Task Appreciation Support^{+}	-.27**
Task Challenge Support	-.03
Tangible Assistance Support^{+}	-.00
Personal Assistance Support^{+}	-.02
Life-to-Work Conflict	
Listening Support^{+}	-.29**
Emotional Support^{+}	-.11
Emotional Challenge	-.08
Reality Confirmation Support	-.19*
Task Appreciation Support^{+}	-.29**
Task Challenge Support	-.03
Tangible Assistance Support^{+}	-.10
Personal Assistance Support^{+}	.05

Note. $^{+}$ Hypothesized to be related to work-life conflict; * $p < .05$; ** $p < .01$

Although Hypothesis 1 was not supported, the eight forms of support did yield somewhat different relationships with supervisor assessments of employee work-to-life and life-to-work conflict. That is, although the forms of support did not behave as they were predicted to behave, with the five being positively related to conflict, and reality confirmation support being related to work-life conflict although not hypothesized to do so, they certainly did not all relate in the same way to the two directions of conflict. Rather, the relationships for the eight forms of support ranged from no relationship to a negative relationship with a small-to-medium magnitude. Therefore, for the remaining

hypotheses that examine the relationships between supervisor assessments of employee work-life conflict and supervisor support (Hypotheses 2 and 3), each form of support is tested separately rather than combined into a multidimensional measure of support.

Hypothesis 2

Hypothesis 2 posited that the positive relationship between supervisor assessments of employee work–life conflict and the form of support he or she provides is moderated by the type of contact the supervisor and employee experience, such that a relationship exists for all forms of support when they have face-to-face personal contact whereas non face-to-face personal contact is only related to listening support and task appreciation support and to a lesser extent. This was tested by first examining the range of responses on the two forms of contact. As shown in Table 5, when contact was dichotomized so that it was no contact (average response option equals 1, no contact at all) versus contact (average of all other response options, ranging from a little contact to a lot of contact) the range of responses was such that only a fraction of one percent of participants had no face-to-face contact. Although more participants had no non face-to-face contact with their supervisors, it was still a small percentage (6%).

Because the “no contact” category did not have enough respondents to constitute further analyses, especially with the face-to-face contact variable, the variables were recoded such that the “no contact” category included average response options of 0 through 1 whereas the “contact” category included average response options totaling 4 through 5. With this option, the middle responses (any averaged scores falling above 1 but below 4) were dropped because it was unclear whether they should go with the “no

contact" group or the "contact" group. The number of participants who had resulted with this middle option was 30 for the face-to-face group and was 51 for the non face-to-face group. Unfortunately, as shown in Table 5, revising the scale in this manner did not help the face-to-face group (only 4% in the "no contact" group still) and reversed the non face-to-face group so that it was still not useful (i.e., now the "contact" group only had 4% of the respondents).

Table 5
Range of Responses for Personal Contact

	With No Contact		With Contact		Total *N*
	N	%	*N*	%	
Face-to-face contact					114
Original scale	1	0.9%	113	99.1%	
Revised scale	5	4.4%	79	69.3%	
Non face-to-face contact					114
Original scale	7	6.1%	107	93.9%	
Revised scale	58	50.9%	5	4.4%	

Note. Original scale = dichotomized so that "no contact" included averaged response options = 1 (none at all) and "contact" included averaged response options = 2-5 (a little to a lot); Revised scale = dichotomized so that "no contact" included averaged response options = 1-2 (none at all to a little) and "contact" included averaged response options = 4-5 (quite a bit to a lot).

Because there was not a sufficient range in responses for the face-to-face and non face-to-face measures, separate moderated regressions were not performed. Furthermore, the two measures of personal contact were not related (r = .18, *ns*), and therefore one scale could not be used (e.g., non face-to-face used with low scores equaling face-to-face and high scores equaling non face-to-face). Moreover, by simply using one scale in the moderated regression analyses, without dichotomizing into "no contact" and "contact", the analyses do not answer the question at hand. That is, if face-to-face contact was examined as the moderator in the relationship between supervisor assessments of employee work-life conflict and the support provided, significant results would indicate that the *amount* of face-to-face contact moderates the relationship, not the *type* of contact, as hypothesized. Thus, I was unable to test this hypothesis.

Hypothesis 3

Hypothesis 3 predicted that the positive relationship between supervisor assessments of employee work–life conflict and supervisor support is moderated by the extent to which the supervisor likes the employee, such that a stronger relationship exists for supervisors who like the employee whereas a weaker relationship is expected for supervisors who do not like the employee. The results for this hypothesis are shown in Table 6, which shows that this hypothesis was not supported for life-to-work conflict and was only partially supported for work-to-life conflict. For work-to-life conflict, liking was a significant moderator of relationships with emotional challenge support and reality confirmation support. The results for these two relationships follow. The results for the remaining, nonsignificant analyses are in Appendix D (Tables 18 to 31).

Table 6
Results for Hypothesis 3 Separated for Work-to-Life Conflict and Life-to-Work Conflict

	β	Conclusion
Work-to-Life Conflict and Liking		
Listening Support	-.10	Not supported
Emotional Support	-.00	Not supported
Emotional Challenge	-.21	Supported ($p < .05$)
Reality Confirmation Support	-.15	Supported ($p < .10$)
Task Appreciation Support	-.00	Not supported
Task Challenge Support	-.07	Not supported
Tangible Assistance Support	-.09	Not supported
Personal Assistance Support	-.08	Not supported
Life-to-Work Conflict and Liking		
Listening Support	-.01	Not supported
Emotional Support	.09	Not supported
Emotional Challenge	-.11	Not supported
Reality Confirmation Support	-.14	Not supported
Task Appreciation Support	.04	Not supported
Task Challenge Support	-.02	Not supported
Tangible Assistance Support	-.04	Not supported
Personal Assistance Support	-.07	Not supported

The results for the interaction between supervisor assessments of employee work-to-life conflict and liking of employee by supervisor on the prediction of emotional challenge support are shown in Table 7. The results are also shown graphically in Figure 5, with work-to-life conflict and liking of employee by supervisor separated into "high" and "low" categories, which are one standard deviation above and below the means, respectively, for the two scales. The high category represents supervisors who like their employees whereas the low category represents supervisors who do not like their

employees[1]. As shown, regardless of the amount of work-to-life conflict that is assessed, supervisors who like their employees tend to provide more emotional challenge support compared to supervisors who do not like their employees (i.e., a significant main effect for liking). Contrary to expectation, the amount of emotional challenge support that is provided to an employee as the supervisor's assessment of employee work-to-life conflict moves from low to high decreases when the supervisor likes the employee, and increases when the supervisor does not like the employee.

Table 7
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Emotional Challenge Support

Emotional Challenge Support	*B*	*SE B*	β	R^2
(Constant)	2.467**	.088		
Sup WLC	-.021	.102	-.019	
Liking of Employee by Supervisor	.450**	.151	.278	
Sup WLC X Liking of Employee by Supervisor	-.410*	.176	-.213	.115*

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

[1]Although the categories for liking are high and low, representing supervisors who like their employees versus those who do not like their employees, respectively, it is important to note that the low category does not truly indicate a lack of liking. Indeed, the liking variable suffers from a ceiling effect, so it is not entirely appropriate to consider those in the lower category disliked. Nonetheless, compared to the individuals in the high category, those in the low category are liked less and are therefore discussed as being not liked in order for parsimony of presentation.

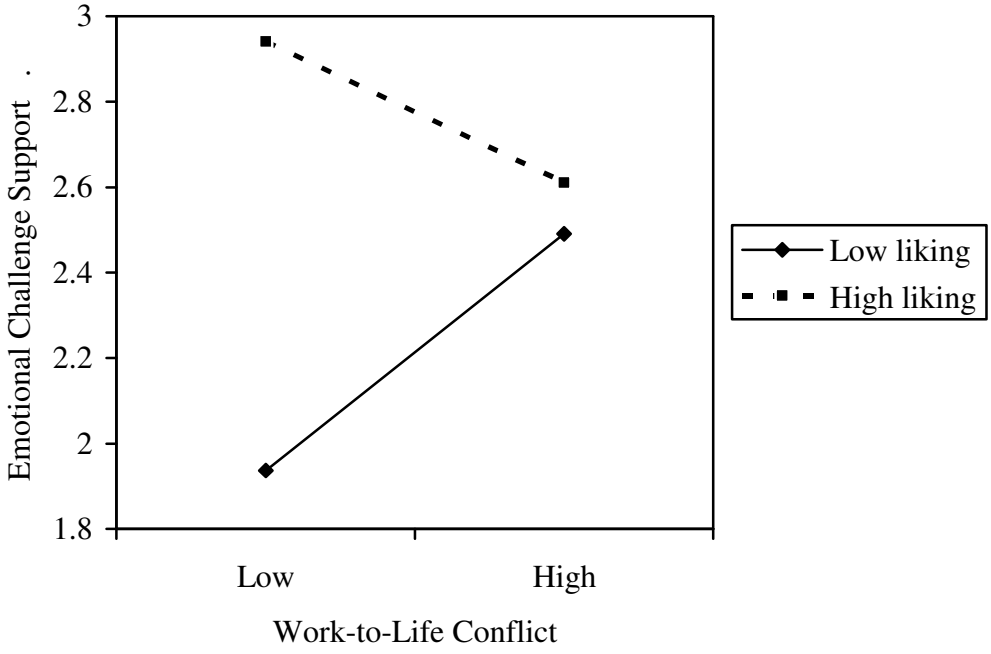

Figure 5. Interaction between supervisor assessments of employee work-to-life conflict and liking of employee by supervisor in predicting emotional challenge support.

Table 8 and Figure 6 show the same pattern of results for the interaction between supervisor assessment of employee work-to-life conflict, liking, and reality confirmation support whereby regardless of the amount of work-to-life conflict that is assessed, supervisors who like their employees tend to provide more reality confirmation support compared to supervisors who do not like their employees (i.e., a significant main effect for liking). Again, contrary to expectation, the amount of reality confirmation support that is provided to an employee as the supervisor's assessment of employee work-to-life conflict moves from low to high decreases when the supervisor likes the employee, but increases when the supervisor does not like the employee.

Table 8
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Reality Confirmation Support

Reality Confirmation Support	*B*	*SE B*	β	R^2
(Constant)	2.941**	.086		
Sup WLC	-.087	.099	-.076	
Liking of Employee by Supervisor	.793**	.147	.464	
Sup WLC X Liking of Employee by Supervisor	-.305^{+}	.171	-.150	.250**

Note. N = 114; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; predictor and moderator variables are centered; $^{+}$ $p < .10$; * $p < .05$; ** $p < .01$

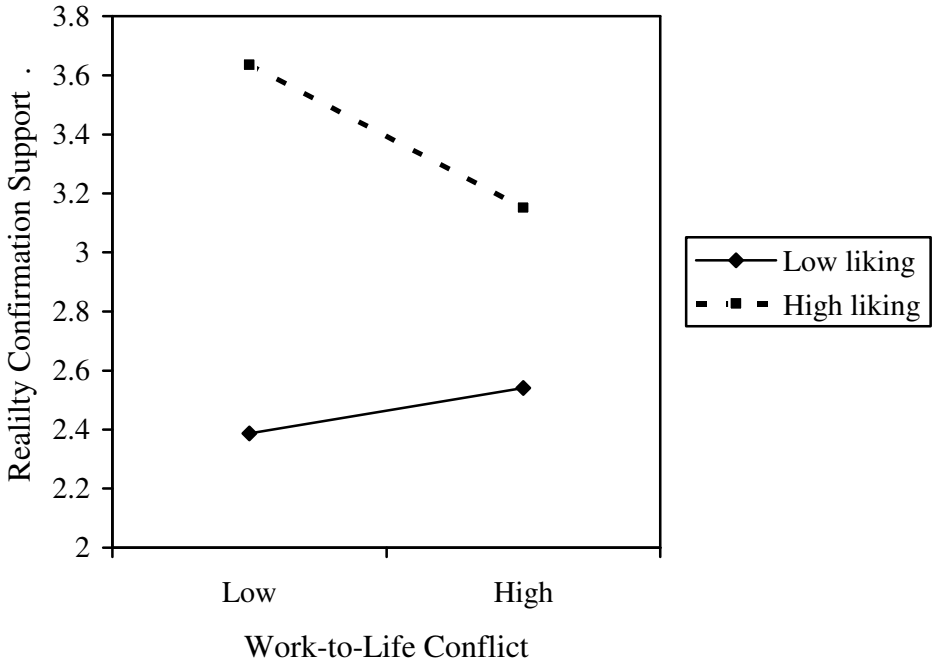

Figure 6. Interaction between supervisor assessments of employee work-to-life conflict and liking of employee by supervisor in predicting reality confirmation support.

Hypothesis 4

Hypothesis 4 predicted that the negative relationships between the support a supervisor provides to the employee and the employee's (a) subsequent work–life conflict and (b) turnover intentions are partially mediated by the employee's satisfaction with the support. Furthermore, the positive relationships between the support a supervisor provides to the employee and the employee's (c) job satisfaction, (d) organizational commitment, and (e) job performance are partially mediated by the employee's satisfaction with the support. Each of these hypotheses was first examined by following Baron and Kenny's (1986) recommended steps, as described earlier.

First, the relationships between each of the eight forms of support and each of the outcomes were examined to ensure there was a significant relationship to mediate (predictor–outcome). Table 9 shows a simplified correlation matrix for the eight forms of support and the outcomes of interest, with only the significant values displayed. As shown, only 25 of the possible 64 relationships were significant. Thus, only these relationship were examined any further.

Next, the relationships between the forms of support and employee satisfaction (predictor–mediator) with the support were established. For these relationships, only the relationships that are corresponding in terms of form of support are relevant (e.g., the relationship between listening support and satisfaction with listening support). Table 10 shows the relationships between each of the eight forms of support and their corresponding levels of satisfaction.

Table 9
Significant Relationships between Forms of Support and Outcomes

	Listening	Emotional	Emotional Challenge	Reality Confirmation	Task Appreciation	Task Challenge	Tangible Assistance	Personal Assistance
Subsequent WLC	-.32**	-.29**	---	-.23*	-.25**	---	---	---
Subsequent LWC	-.21*	---	---	---	-.20*	---	---	---
Turnover Intentions	---	---	---	---	---	-.19*	---	---
Job Satisfaction	.28**	---	.21*	.23*	.23*	.33**	---	.21*
Affective Com	.22*	.35**	.33**	.30**	.31**	.43**	---	.24*
Continuance Com.	---	---	---	-.19*	---	---	---	---
Normative Com.	---	---	---	---	.22*	.25**	---	.19*
Job Performance	---	---	---	---	---	---	.23*	---

Note: WLC = work-to-life conflict; LWC = life-to-work conflict; Com = Commitment; * $p < .05$; ** $p < .01$

As shown in Table 10, each of the forms of support was significantly related to its corresponding reaction to support. Therefore, for each of the 25 significant predictor-outcome relationships (see Table 9), the predictor variable (e.g., listening support) was entered into the equation first, followed by the mediator (e.g., satisfaction with listening support). This was the final step to test for mediation.

Table 10
Relationships between Support and Corresponding Satisfaction with Support

Variables	β
Listening Support and Satisfaction with Listening Support	.57**
Emotional Support and Satisfaction with Emotional Support	.58**
Emotional Challenge and Satisfaction with Emotional Challenge	.39**
Reality Confirmation Support and Satisfaction with Reality Confirmation Support	.49**
Task Appreciation Support and Satisfaction with Task Appreciation Support	.69**
Task Challenge Support and Satisfaction with Task Challenge Support	.39**
Tangible Assistance Support and Satisfaction with Tangible Assistance Support	.40**
Personal Assistance Support and Satisfaction with Personal Assistance Support	.39**

Note. ** $p < .01$

Only three of the final 25 relationships indicated support for mediation. As shown in Tables 11, 12, and 13, the relationships between emotional challenge support and job satisfaction, task appreciation support and affective commitment, and task appreciation support and job satisfaction became nonsignificant when employee satisfaction with the corresponding support was added. Thus, employee satisfaction with emotional challenge support fully mediated the relationship between emotional challenge support and job satisfaction. Similarly, employee satisfaction with task appreciation support fully mediated the relationships between task appreciation support and affective commitment and task appreciation support and job satisfaction. The results for the remaining 22 nonsignificant relationships are in Appendix D (Tables 32 to 53).

Table 11
Emotional Challenge Support and Satisfaction with Emotional Challenge Support in Predicting Job Satisfaction

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.042	.042*
(Constant)	3.452	.195			
Emotional Challenge Support	.159	.072	.206*		
2.				.113	.070**
(Constant)	2.929	.259			
Emotional Challenge Support	.074	.075	.095		
Sat. with Emotional Challenge Support	.216	.073	.278**		

Note. Sat. = Satisfaction; $N = 114$; * $p < .05$. The B weights in the columns are from the step of entry into the model.

Table 12
Task Appreciation Support and Satisfaction with Task Appreciation Support in Predicting Affective Commitment

Affective Commitment	B	SE B	β	R^2	ΔR^2
1.				.093	.093**
(Constant)	2.103	.310			
Task Appreciation Support	.278	.082	.305**		
2.				.158	.065**
(Constant)	2.035	.301			
Task Appreciation Support	.060	.110	.066		
Sat. with Task Appreciation Support	.230	.079	.349**		

Note. Sat. = Satisfaction; $N = 114$; * $p < .05$. The B weights in the columns are from the step of entry into the model.

Table 13
Task Appreciation Support and Satisfaction with Task Appreciation Support in Predicting Job Satisfaction

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.054	.054*
(Constant)	3.114	.301			
Task Appreciation Support	.202	.080	.233*		
2.				.101	.046*
(Constant)	3.060	.296			
Task Appreciation Support	.026	.108	.031		
Sat. with Task Appreciation Support	.185	.078	.295*		

Note. Sat. = Satisfaction; $N = 114$; * $p < .05$. The *B* weights in the columns are from the step of entry into the model.

In addition to Baron and Kenny's (1986) approach to testing for mediation, the Sobel test (Preacher & Hayes, 2004) was also conducted as a formal significance test of the indirect effect of satisfaction with support on the relationship between support and the various outcomes. This test was only conducted on the 25 significant predictor-outcome relationships (see Table 9) because it is still a necessary requirement that the predictor variable be related to the criterion in order to demonstrate mediation. To compute the Sobel test, appropriate statistics were entered in an interactive computation tool for mediation tests (Preacher & Leonardelli, 2001). The results of the Sobel test are displayed in Table 14. As shown, the conclusions drawn from the Sobel test are identical to those drawn from the approach recommended by Baron and Kenny.

Table 14
Results of the Sobel Test of Mediation

Proposed Mediation	Sobel test statistic	Significance
LS – Satisfaction with LS – Subsequent WLC	-1.72	$p = .09$
LS – Satisfaction with LS – Subsequent LWC	0.66	$p = .51$
LS – Satisfaction with LS – Job Satisfaction	1.30	$p = .19$
LS – Satisfaction with LS – Affective Commitment	1.28	$p = .20$
ES – Satisfaction with ES – Subsequent WLC	-1.62	$p = .10$
ES – Satisfaction with ES – Affective Commitment	0.55	$p = .58$
ECS – Satisfaction with ECS – Job Satisfaction	2.46	$p = .01$
ECS – Satisfaction with ECS – Affective Commitment	1.40	$p = .16$
RCS – Satisfaction with RCS – Subsequent WLC	-1.44	$p = .15$
RCS – Satisfaction with RCS – Job Satisfaction	1.04	$p = .30$
RCS – Satisfaction with RCS – Affective Commitment	1.23	$p = .22$
RCS – Satisfaction with RCS – Continuance Commitment	-0.23	$p = .82$
TAS – Satisfaction with TAS – Subsequent WLC	-1.52	$p = .13$
TAS – Satisfaction with TAS – Subsequent LWC	1.64	$p = .10$
TAS – Satisfaction with TAS – Job Satisfaction	2.31	$p = .02$
TAS – Satisfaction with TAS – Affective Commitment	2.80	$p = .01$
TAS – Satisfaction with TAS – Normative Commitment	1.87	$p = .06$
TCS – Satisfaction with TCS – Turnover Intentions	-0.01	$p = .99$
TCS – Satisfaction with TCS – Job Satisfaction	1.23	$p = .22$
TCS – Satisfaction with TCS – Affective Commitment	0.68	$p = .50$
TCS – Satisfaction with TCS – Normative Commitment	1.35	$p = .18$
TGS – Satisfaction with TGS – Job Performance	0.23	$p = .81$
PAS – Satisfaction with PAS – Job Satisfaction	1.11	$p = .27$
PAS – Satisfaction with PAS – Affective Commitment	1.70	$p = .09$
PAS – Satisfaction with PAS – Normative Commitment	0.49	$p = .62$

Note. LS = Listening Support; ES = Emotional Support; ECS = Emotional Challenge Support; RCS = Reality Confirmation Support; TAS = Task Appreciation Support; TCS = Task Challenge Support; TGS = Tangible Assistance Support; PAS = Personal Assistance Support; WLC = Work-to-Life Conflict.

Hypothesis 5

Hypothesis 5 predicted that the relationship between supervisor support and employee satisfaction with the support is moderated by the employee's need for support, as operationalized with his or her self-assessments of work–life conflict at Time 1, such that the greater the need for support (i.e., higher level of self-reported work-life conflict), the more satisfied the employee will be with the level of support provided. The results for this hypothesis are summarized in Table 15, which shows that none of the relationships involving work-to-life conflict by the need for support were significant and that only two relationships involving life-to-work by the need for support were significant. Specifically, the relationships between emotional challenge support and reality confirmation support and their corresponding satisfaction levels were both moderated by the employee's need for support. The results for these two relationships follow. The results for the remaining, nonsignificant analyses are depicted in Appendix D (Tables 54 to 67).

Table 15
Results for Hypothesis 5 Separated for Work-to-Life Conflict and Life-to-Work Conflict

	β	Conclusion
Work-to-Life Conflict X Need for Support		
Listening Support	.08	Not supported
Emotional Support	.02	Not supported
Emotional Challenge	.06	Not supported
Reality Confirmation Support	.03	Not supported
Task Appreciation Support	.08	Not supported
Task Challenge Support	.03	Not supported
Tangible Assistance Support	.03	Not supported
Personal Assistance Support	-.08	Not supported

Table 15 Continued

	β	Conclusion
Life-to-Work Conflict X Need for Support		
Listening Support	.13	Not supported
Emotional Support	-.02	Not supported
Emotional Challenge	.18	Supported ($p < .05$)
Reality Confirmation Support	.15	Supported ($p < .10$)
Task Appreciation Support	-.03	Not supported
Task Challenge Support	.08	Not supported
Tangible Assistance Support	.01	Not supported
Personal Assistance Support	-.01	Not supported

The results for the interaction between emotional challenge support and need for support (self-report life-to-work conflict) on the prediction of satisfaction with emotional challenge support are shown in Table 16. The results are also shown graphically in Figure 7, with work-to-life conflict and liking of employee by supervisor separated into "high" and "low" categories, which are one standard deviation above and below the means, respectively, for the two scales. As shown, consistent with expectations, employee's satisfaction with the emotional challenge support are lowest when the employee's need for support (in the form of life-to-work conflict) is high but emotional challenge support provided by the supervisor is low. The employee's satisfaction levels are highest, however, when the need for support is high and the amount of support provided is also high. When the need for support is low, the employees have only slightly more positive satisfaction with higher amounts of support than they do for lower amounts of support. Thus, at least for emotional challenge support, when the need for support is low the amount of support is not as strongly related to the level of satisfaction

the employee has with the support. When the employee has a high need for support (a high level of life-to-work conflict), the amount of emotional challenge support provided has a strong positive relationship to the satisfaction with that support. Specifically, if support is low when the need for the support is high, then the employee will have the lowest level of satisfaction with the support, but if the amount of support provided matches a high need, the employee has the highest level of satisfaction.

Table 16
Interaction between Emotional Challenge Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Emotional Challenge Support

Satisfaction with Emotional Challenge Support	*B*	*SE B*	β	R^2
(Constant)	3.432**	.084		
Emotional Challenge Support	-.393**	.088	.382	
Need for Support	-.112	.102	-.096	
Emotional Challenge Support X Need for Support	.198*	.095	.182	.186**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$, ** $p < .01$

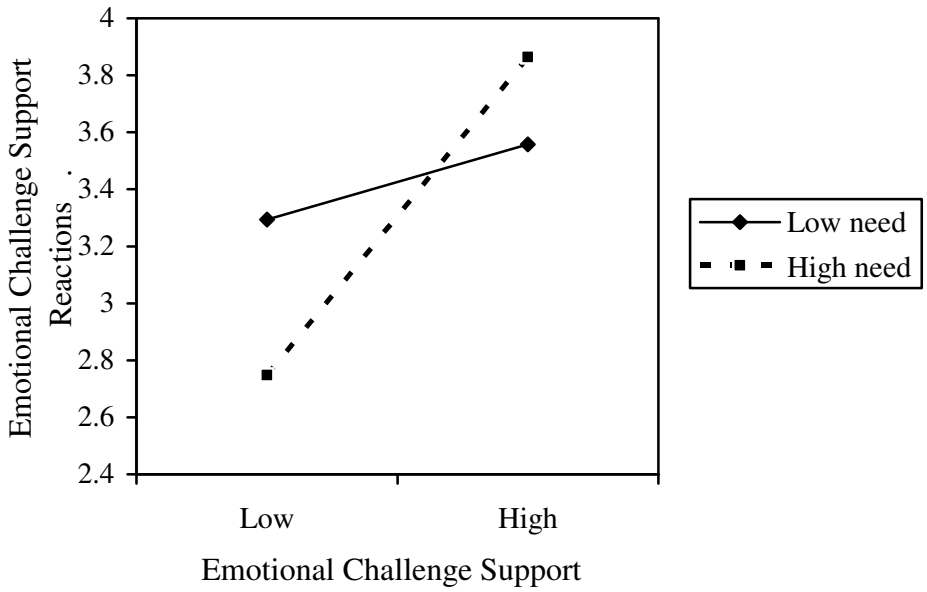

Figure 7. Interaction between emotional challenge support and need for support (self-report life-to-work conflict) on satisfaction with emotional challenge support.

Table 17 and Figure 8 show the results for the interaction between reality confirmation support and need for support (self-report life-to-work conflict) on the satisfaction with reality confirmation support. As shown in the figure, unlike the results with emotional challenge support, satisfaction with reality confirmation support are lowest when the need for support is low but the amount of support is high. However, similar to the results for emotional challenge support and consistent with expectations, when the need for support is high and the amount of support that is provided is also high, the satisfaction with the support are the most positive. Finally, when the need for support is low, employees actually have lower levels of satisfaction with more support.

Table 17
Interaction between Reality Confirmation Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Reality Confirmation Support

Satisfaction with Reality Confirmation Support	*B*	*SE B*	β	R^2
(Constant)	3.570**	.079		
Reality Confirmation Support	.446**	.079	.466	
Need for Support	-.118	.094	-.103	
Reality Confirmation Support X Need for Support	.145^{+}	.080	.148	.269**

Note. N = 114; predictor and moderator variables are centered; $^{+}$ $p < .10$; * $p < .05$; ** $p < .01$

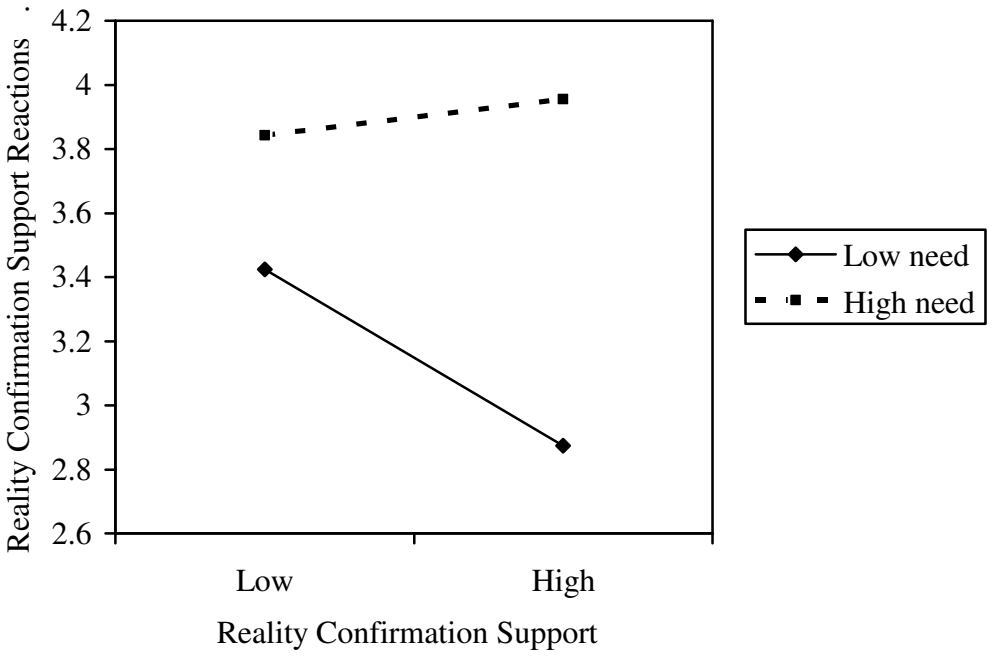

Figure 8. Interaction between reality confirmation support and need for support (self-report life-to-work conflict) on satisfaction with reality confirmation support.

CONCLUSIONS AND DISCUSSION

Whereas the majority of the extant research in the work–life area has concerned individuals' assessments of their own conflict between the two domains, the current study went beyond this approach by examining others' assessments of an individual's conflict. Specifically, the purpose of this study was to examine supervisor assessments of employee work–life conflict and how these assessments relate to the support given to employees. This support, traditionally measured using a unidimensional measure of support was instead measured with a multidimensional measure that differentiated eight separate forms of support. Additionally, employee satisfaction with the eight forms of support and subsequent outcomes (i.e., subsequent work-life conflict, job satisfaction, turnover intentions, organizational commitment, and job performance) as they relate to the provided support were examined.

Work-Life Conflict and Supervisor Support

Hypotheses 1 through 3 concerned the relationship between supervisor assessments of employee work-life conflict and supervisor support, such that Hypothesis 1 made predictions about direct relationships whereas the other two hypotheses posited that the types of personal contact (Hypothesis 2) and the extent to which the supervisor likes the employee (Hypothesis 3) acted as moderators of the relationship. In terms of Hypothesis 1, the specific relationships that were predicted to exist between supervisor assessments of employee work–life conflict and the various types of support were unsupported. Indeed, many of the relationships that were predicted to be positive were instead either unrelated or negatively related. Although positive relationships were

predicted, it is not altogether surprising that some were actually related in the opposite direction. That is, the rationale for the positive relationships was that supervisors would provide increased support when they perceived there was need for such support. Thus, a positive relationship was posited to exist, with some other variables influencing the strength of this positive relationship (as posited in Hypotheses 2 and 3). Nevertheless, it is possible that a negative relationship resulted in some cases because of the timing of the data collection. Specifically, both the supervisor assessments of employee work-life conflict and the amount of support provided were questions that asked about conflict and support in the previous month. Therefore, the negative relationship is not surprising given that the conflict could be high (or low) *because* the supervisor had provided a low (or high) amount of conflict in the past month. Indeed, if this is the case, it provides some evidence against the reverse-buffering effect of social support that some researchers (e.g., Fenlason & Beehr, 1994; Kaufmann & Beehr, 1986) have found whereby social support has resulted in an increase, rather than a decrease, in negative effects of stressors.

Another possible explanation for the unexpected findings, related to the first explanation, is that supervisors may not be able to assess an employee's work-life conflict over a month's time period, and so when they are asked to do so they rely on what they perceive to the be employee's level of work-life conflict at that exact point in time. However, when asked to report how much support they provide an employee, they may be able to assess how much support they give over a month's time because it has to do with their own behavior. Indeed, 25 percent of supervisors indicated they had never

considered how much conflict their employee experiences between work and home, and 34 percent indicated they had never considered how much support they offer the employee. Thus, when asked to indicate in one sitting how much conflict their employee has experienced over a month's time, and how much support they have offered, they may not be able to assess another individual's level of conflict as easily as they can assess their own previous behavior. Related to the first explanation, therefore, it could be that the amount of support provided over time contributed to the supervisor's snapshot idea of how much work-life conflict the employee is experiencing. Unfortunately neither of these explanations can be tested with the current data and study design. In order to address these problems in future studies, researchers could ask the supervisors how much support they plan to offer the employee, or the amount of support could be obtained from the second time period, rather than the first, so that the amount of support offered and the employee's work-life conflict do not overlap in timing.

The second and third hypotheses sought to examine the moderating influences of the type of personal contact and the liking of the employee by the supervisor on the relationship between supervisor assessments of employee work–life conflict and the support he or she provides. Unfortunately, Hypothesis 2 could not be tested because there was not a sufficient range in responses for the face-to-face and non face-to-face measures in the existing data. Hypothesis 3, however, was testable and revealed liking as a moderator of the work-to-life conflict–emotional challenge support and the work-to-life conflict–reality confirmation support relationships. However, whereas the prediction was that a stronger relationship would exist for supervisors who like the employee and a

weaker relationship would result when supervisors did not like the employee, this was only partially the story. That is, as expected for both emotional challenge support and reality confirmation support, supervisors tended to provide more support in general when they liked their employees versus when they did not like their employees. However, for both forms of support, as the supervisor's assessment of employee work-to-life conflict moved from low to high conflict, the amount of support provided decreased when employees were well-liked and increased when employees were not liked as much. Thus, it appears that when supervisors perceived employees as having a high degree of work-to-life conflict, they provided relatively high and relatively equal amounts of emotional challenge and reality confirmation support to employees regardless of how much they liked them. When supervisors perceived employee work-to-life conflict as being low, however, they provided significantly more emotional challenge and reality confirmation support when they liked the employee as opposed to when they did not like the employee. These unexpected findings can be explained in that it is possible that when little support is needed, preference is simply given to employees the supervisor likes. However, when support is needed, the supervisor may disregard personal preferences and provide support equally across employees in the interest of being a "good" supervisor. More research is needed to examine the motives of supervisors in such cases.

Social Support and Outcomes

Hypothesis 4 concerned the relationship between supervisor support and various employee outcomes, including subsequent work–life conflict, turnover intentions, job

satisfaction, organizational commitment, and job performance. Specifically, it was posited that the relationships between supervisor support and these outcomes were partially mediated by satisfaction the employee had with the provided support. Only three relationships indicated support for mediation: the relationship between emotional challenge support and job satisfaction was mediated by satisfaction with emotional challenge support, the relationship between task appreciation support and affective commitment was mediated by satisfaction with task appreciation support, and the relationship between task appreciation support and job satisfaction was mediated by satisfaction with task appreciation support. Thus, when a supervisor acknowledges an employee's efforts and expresses appreciation for the work she or he does (task appreciation support), employee satisfaction with the support are related to the employee's affective commitment to the organization and his or her job satisfaction. Additionally, when a supervisor challenges the employee to evaluate his or her attitudes, values, and feelings (emotional challenge support), then employee satisfaction with the support are related to the employee's satisfaction with the job. Further, it is worthy of noting that the same conclusions were drawn using the Sobel formal significance test of the indirect effects.

The final hypothesis (Hypothesis 5) predicted that the relationships between the eight forms of supervisor support and employee satisfaction with the support were moderated by employee need for support, as operationalized with employee self-assessments of work–life conflict at Time 1, such that the greater the need for support (i.e., higher level of self-reported work-life conflict), the more positive were the

employee's satisfaction with the support. Results revealed that the relationships between emotional challenge support and reality confirmation support and their corresponding satisfaction levels were both moderated by the employee's need for support in the form of life-to-work conflict. Specific results showed that employee's satisfaction with emotional challenge support were lowest when the employee's need for support was high but the emotional challenge support provided from the supervisor was low. The employee's satisfaction levels were highest, however, when the need for support was high and the amount of emotional challenge support provided was also high. This suggests that if emotional challenge support is low when the need for the support is high, then the employee will have the lowest level of satisfaction with the support, but if the amount of emotional challenge support provided matches a high need, the employee has the highest level of satisfaction. Thus, when support is in the form of a supervisor challenging an employee to evaluate his or her attitudes, values, and feelings, it appears that the more support provided, the more satisfied the employee will be, especially if there is a need for the support.

The findings for the moderating influence of the need for support on the relationship between reality confirmation support and satisfaction with this form of support were slightly different than the findings for emotional challenge support. Specifically, unlike the results for emotional challenge support, satisfaction with reality confirmation support was lowest when the need for support was low but the amount of reality confirmation support was high. However, similar to the results for emotional challenge support, when the need for support was high and the amount of reality

confirmation support provided was also high, satisfaction with the support was the most positive. Finally, when reality confirmation support provided was low, employees had greater satisfaction as their need for support increased. This suggests that providing a large amount of support in the form of a supervisor helping to confirm an employee's perspective of the world when the employee does not need support can backfire in terms of the employee's satisfaction with the support. This could be because individuals are not interested in having their views of the world confirmed when their views are not favorable or ideal (i.e., they are experiencing high amounts of conflict between their work and home lives). Thus, supervisors who misperceive the need for support and provide reality confirmation support when it is not actually needed should not expect employees to be overly pleased with the supervisor's assistance.

Implications

Theoretical

The current study went beyond the extant literature by examining supervisor assessments of employee work-life conflict rather than focusing on employee self-assessment of their conflict. The primary focus of this study was on these supervisor assessments and the support they provide employees. These assessments and the proposed relationship with support are likely unrelated to the accuracy of the assessments. That is, whether supervisors rated employee work-life conflict higher or lower than the employee's actual work-life conflict likely did not influence whether they provided support to the employee or not. Nevertheless, the accuracy of others' perceptions is an interesting issue. The results from the current study suggest that

supervisors tend to assess employees as having lower levels of work-life conflict than employees indicate they are experiencing. If accuracy is viewed as the congruency of the supervisor assessments of employee work-life conflict with an employee's self-rating of his or her work-life conflict, then certainly this suggests that supervisors tend to be inaccurately low in their assessments. This general tendency to be inaccurate in their assessments may be indicative of the supervisors not being familiar enough with the employees and their personal lives. Indeed, numerous factors are likely to influence the accuracy of a supervisor's ratings of an employee's conflict, including the supervisor's own level of work-life conflict, the similarity between the supervisor and the employee and/or the amount of contact between the supervisor and the employee.

Numerous researchers have noted that social support is a multidimensional construct (e.g., Cobb, 1976; House, 1981; Norbeck et al., 1981; Richman et al., 1993; Sarason et al., 1983; Streeter & Franklin, 1992), but most of the research that has examined the relationship between social support and work–life conflict has tended to use unidimensional measures of support. The current study supports the practice of measuring multiple forms of support rather than a single unidimensional measure of support as the eight forms of support measured were differentially related to the variables of interest in the study. If a unidimensional measure of support had been used, some findings may have been missed. For example, the mediation analyses (Hypothesis 4) resulted in three relationships that, had a global measure been used, might not have come out at all. Additionally, the role of need for support as a moderator between supervisor support and satisfaction with the support would not have been clear had a

unidimensional measure been used, as the influence of need was different for emotional challenge support versus reality confirmation support. Indeed, more research is needed on the various forms of support in order to help ascertain why the buffering effects of social support in stressor-strain relationships remains mixed at best (e.g., Beehr et al., 2000; Cohen & Wills, 1985; Frone et al., 1995; Winnubst & Schabracq, 1996).

Although there is a need for support to be measured as the multidimensional measure it is, it remains unclear whether eight forms of support are necessary, or if the three broad types of social support (i.e., tangible, informational, and emotional) are sufficient. It may be that the specificity of the measure and the construct will be directly related to the question at hand. For example, when the variables that one wants to relate to support are broad (e.g., global measures of satisfaction) then the three broad forms may be sufficient. If the variables are more specific then the similarly specific forms of support may be more appropriate. Further research that explores both the broad and specific measures of support will be able to better address this issue.

Practical

Researchers have found that supervisor support is linked to many positive outcomes for both the individual (e.g., health and well-being, Hardy et al., 1991, reduction of work–life conflict, Allen, 2001) as well as the organization (e.g., performance, Sargent & Terry, 2000; job satisfaction, De Lange et al., 2004; commitment, Rhoades et al., 2001). However, results from this study showed that supervisors do not provide equal support to employees. Specifically, results showed that supervisors tended to provide more emotional challenge support and reality confirmation

support when they liked their employees versus when they did not like their employees. Furthermore, when supervisors perceived employees as having a high degree of work-to-life conflict, which could be seen as indicative of the employee needing support, they provided relatively equal amounts of emotional challenge and reality confirmation support to employees regardless of how much they liked them, whereas when they perceived employee work-to-life conflict as being low, they provided significantly more emotional challenge and reality confirmation support when they liked the employee as opposed to when they did not like the employee. Thus, supervisors should keep in mind that they may be biased in terms of the amount of support they provide employees, especially when they perceive the employees do not necessarily require assistance. However, organizational decision-makers should be comforted with the results in that it appears that when supervisors perceive employees are in need of support, they provide relatively equal amounts of emotional challenge and reality confirmation support to employees regardless of how much they like them.

Despite the research that has demonstrated that supervisor support is linked to outcomes for the individual and the organization, less than half of the possible relationships between the eight forms of support and the eight outcomes of interest in this study were significant. By far, the outcome that was most related to the various forms of supervisor support was affective commitment, which was related to seven of the eight forms of support. Job satisfaction was the outcome that was related to the next highest number of forms of support, being related to six of the eight forms. What this means in practical terms is that organizations that are interested in using supervisor

support as the means to influence various outcomes should keep in mind that not all outcomes will be easily influenced by such interventions. Additionally, not all forms of support are equally related to outcomes of interest to the organization. Thus, supervisor support may not be the ideal means of achieving certain results, such as decreasing employee turnover intentions or increasing job performance. Instead, alternate means of affecting such outcomes should be explored and utilized.

Not surprisingly, one area in which the various forms of support are very likely to be influential is the employee's satisfaction with the support. It is possible that supervisors may be interested in employee reactions regardless of their impact on other outcomes. Indeed, it can be assumed that supervisors who provide support to their employees would be interested in how the employees react to such support. One would assume, logically, that all support would be appreciated by the support recipient. However, the results of this study showed that this is not necessarily the case. In particular, results suggested that satisfaction with reality confirmation support were lowest when the need for support was low but the amount of support was high. Thus, in some cases, the more support that is provided to an employee could result in negative reactions, rather than positive reactions, depending on the type of support provided and whether the employee is actually in need of support or not. Supervisors should therefore keep in mind that not all support is appreciated in the same manner. They would be well-advised to speak with employees to better understand individual employee needs and feelings toward different forms of assistance. In this way, support does not go unappreciated or unused.

Limitations and Directions for Future Research

There were several limitations to this study. First, there was a ceiling effect for some of the measures included in this study. In particular, self-reported job performance was inflated, with the vast majority of respondents reporting that they are either superior or very superior performers (M = 4.2; SD = .53). This finding is not surprising, however, given that several studies have also found this phenomenon whereby practically everybody believes they are above average performers (e.g., Atwater, 1998; Atwater & Yammarino, 1997; Baruch, 1996; Campbell & Lee, 1988; Thornton, 1980). It is also quite possible, however, that the employees who participated in the current study really were all above average performers. The participants were all employed at various organizations, so the presence of some high performers does not automatically mean that there must be some low performers as they are independent of each other. Furthermore, individuals who were not good performers may have opted to not participate in the entire study. Indeed, only sixty-six percent of the participants who completed the first survey had their supervisor complete the survey, and of these, only seventy-nine percent completed the second survey. Because the performance question was asked at the second time period, which was only offered to those participants whose supervisors completed the supervisor survey, there is no way of knowing whether employees who did not ask their supervisors to complete the survey (or whose supervisors chose not to complete the survey despite being asked) were worse performers than those participants whose supervisors did complete the survey.

Another highly inflated measure was the liking of employees by supervisors (*M* = 4.4; *SD* = 0.59), which is also not surprising given that supervisors were asked by their employees to complete the survey. Similar to the job performance measure, it is quite possible, and also quite probable, that employees only chose supervisors who liked them to fill out the survey. Furthermore, employees may have asked supervisors to complete the survey who did not like them, and because the supervisors did not like the employees they simply chose not to participate. This inflation of the data results in range restriction. Despite this, liking still acted as a moderator for two relationships in the current study (i.e., between supervisor assessments of employee life-to-work conflict and emotional challenge and reality confirmation support). Thus, this inflation, or range restriction, does not appear to have been too problematic.

A second limitation of the current study was with use of self-assessments of work-life conflict as the proxy for the need for support. A proxy was used rather than directly asking participants about their need primarily because it was believed that by asking for their need for support at the same time of asking about the amount of support their supervisors provide or their satisfaction with the support, the results would have been confounded. Thus, self-assessments of work-life conflict were chosen as a logical proxy for need. The rationale was that because individuals are the best assessors of their own situations, these self-assessments of work–life conflict can be thought of as measures of actual conflict occurring for the individuals between their work and their nonwork domains. For example, if an employee provides a self-assessment of his or her work-life conflict that indicates there is a high degree of conflict between the two

domains, it can be assumed that the employee needs support more so than an employee who provides a self-assessment that indicates a low degree of work-life conflict. However, these are simply assumptions that cannot be tested with the data from this study. It could be the case that an individual who experiences a great deal of conflict between his or her work and personal life does not require a lot of support from his or her supervisor. This could be because the individual is getting support from other sources or because support would not remedy this conflict. Indeed, as shown in Table 2, the only forms of support that were significantly related to subsequent work-to-life conflict were listening, emotional, and task appreciation support whereas none of the forms of support were significantly related to subsequent life-to-work conflict. This suggests that self-reported work-life conflict may not be an appropriate proxy for the need for support because many of the forms of support were not related to such conflict.

Future researchers would be well-advised to use a more direct measure of the need for support and given the multidimensional nature of support, the specific type of support desired. Richman et al. (1993), in their Social Support Behaviors Survey, assessed an individual's perceived importance of the eight forms of support. Although it is simple to note that this could have been used as an indicator of need, this would likely miss the mark. That is, importance of support to an individual is not necessarily related to an individual's need for that support. For example, an individual could find that tangible assistance support is very important, and thus indicate it as such. However, this same individual may not have any need for such support, having adequate resources already and thus requiring no real tangible assistance. Similarly, an individual may need

tangible assistance support, but may not consider it important. Thus, using importance of support as a proxy for support could be equally problematic. Therefore, future scholars who wish to assess one's need for support may consider simply asking individuals about their *need* for the various types of support. Of course, individuals may over- or under-estimate their own needs for support, for reasons ranging from not being able to accurately estimate their own need to attempting to manage impressions by not appearing to need support. Nevertheless, these issues will always remain, to some degree, a problem with self-assessments.

A third limitation to this study involved the timing of the variables. First, there were only two time periods for data collection, and the supervisor was only assessed at one time period. Thus, the order of data collection does not conform to the ideal situation, as laid out in Figure 3. Ideally, the timing of the variables would have coincided to the figure, with the variables being measured sequentially beginning with supervisor assessments of employee work-life conflict and following the arrows so that supervisor support was measured at another time period, followed by employee satisfaction with the support at yet another time period and finally followed by employee outcomes. However, this was not logistically possible with the current study. When planning the study, the timing and design of the study was planned with different constraints in mind, including likely attrition, the number of total participants needed, and the appeal of the study. There were limited incentives to complete the study, other than research and extra credit for the employees and none for the supervisors. Thus, it was determined that attrition would be too great if multiple time periods were required

for both employees and supervisors. Therefore, in order to ensure supervisors would participate and employee attrition would not be too great, supervisors were limited to completing only one survey at one time period and employees were limited to two surveys at two time periods. Future researchers should consider offering incentives that would enable multiple time periods for both employees and supervisors. In this way, problems such as the relationship between supervisor assessments of employee work-life conflict and supervisor support not being completely clear because of the ordering of the timing would not be an issue.

A fourth limitation was that the reliability estimates (convergence estimates between supervisors and employees) for the eight forms of support were lower than what is typically recommended. Specifically, although some researchers strive for reliability estimates of .80, and others note that .70 or higher is sufficient, and that going beyond .80 does not provide that much benefit (e.g., Nunnally & Bernstein, 1994 when referring to coefficient alpha), the reliability estimate for these forms of support were all less than .64, going as low as .25. This was not entirely surprising, however, because of (a) the small number of items and (b) the ambiguous references within the items. Regarding the first explanation, considering the convergence estimate was simply the correlation between the supervisor and employee ratings, a small number of items, unless very similar, will likely yield a lower correlation. Indeed, when all of the items are combined to form a global, unidimensional measure of support, the coefficient alpha is .88. Although it is not advised for researchers to combine the forms of support into a unidimensional measure of support, as the forms of support related differentially to the

various outcomes of interest, and thus should remain multidimensional, it is advised that researchers develop and validate longer measures of the eight forms of support. In terms of the second explanation, the references for the items may have been too ambiguous for the respondents to answer with a true shared reference in mind. Thus, if employees and supervisors did not share, for example, what was meant by the definition of task appreciation support, then small correlations would not be surprising. Future researchers, when developing longer measures of these forms of support, should ensure the wording of the items is such to reduce any ambiguity that may be present.

A final limitation of the study has to do with the decision to use students as the participants combined with the use of a work-life conflict measure. That is, employed students, although certainly able to understand the "work" part of work-life conflict (because they are employed), may not have fully appreciated the "life" part of the measure as it is written. Whereas a work-life conflict scale was used instead of a work-family conflict scale because many traditional students may not have much work-family conflict (because many are single with no children and no longer live with their parents, thus their family causes little conflict), it may not have been sufficient. That is, a very salient part of many students' lives is school. Thus, when students experience conflict with their work, it is in many cases probably from school issues (e.g., unable to work because of a test the next morning, distracted from job because of a project due soon). It is unclear, however, to what extent students consider school as falling under their personal life. Even if they do, it is very possible that supervisors do not consider school as a part of their employee's personal life that interferes with work, at least based on the

wording of the work-life questions. Indeed, this could explain in part why supervisors assessed their employees as having lower levels of work-life conflict than their employees assessed about themselves. Future researchers should consider either using a measure that separates school from personal life, or specifically noting in the directions that school is subsumed under one's personal life.

In conclusion, the goal of this research was to go beyond the current approach to studying work-life conflict by addressing others' perceptions of individual's work-life conflict rather than remaining with self-assessments. Also, supervisor support was assessed using a multidimensional measure, rather than a unidimensional measure as is typically used in work-life research. Although few hypotheses were supported, some interesting relationships emerged and provided guidance for researchers when studying work-life conflict and support, as well as for supervisors when providing support to employees.

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APPENDIX A

TIME 1 EMPLOYEE QUESTIONNAIRE

Demographic Information

Please check the appropriate choice or write in the appropriate information:

1. What is your sex? ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Not Married
3. If you are not married, are you in a serious romantic relationship? ☐ Yes ☐ No ☐ Not Applicable
4. How *many* children do you have? _____ ☐ Not Applicable
5. What is the *age* of your youngest child living at home? _____ ☐ Not Applicable
6. What is your race? (ethnic identity)
   ☐ African-American/ Black ☐ Hispanic ☐ Other _____
   ☐ Asian ☐ White
7. What is your age? _____
8. What is the *highest* level of education you have obtained?
   ☐ Less than high school diploma ☐ College degree
   ☐ High school diploma ☐ Post-graduate coursework/degree
   ☐ Some college education or community college
9. How long have you worked in this organization (*in years*)? _____
10. How many hours a week do you work on average? _____
11. How long have you known your supervisor? _____
12. What is your email address? (For Time 2 questionnaire only) _____
13. If you have an alternate email address you use, please put here: _____

Work–Life Conflict

Think back on the previous month and how your work and home lives have influenced each other. Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The demands of my work have interfered with my personal life.	☐	☐	☐	☐	☐
The amount of time my job took up made it difficult to fulfill personal responsibilities.	☐	☐	☐	☐	☐
Things I wanted to do outside of work did not get done because of the demands my job put on me.	☐	☐	☐	☐	☐
My job produced strain that made it difficult to fulfill personal responsibilities.	☐	☐	☐	☐	☐
Due to work-related duties, I had to make changes to my plans for personal activities.	☐	☐	☐	☐	☐
The demands of my personal life interfered with work-related activities.	☐	☐	☐	☐	☐
I had to put off doing things at work because of demands of my personal life.	☐	☐	☐	☐	☐
Things I wanted to do at work didn't get done because of the demands of my family or friends.	☐	☐	☐	☐	☐
My personal life interfered with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	☐	☐	☐	☐	☐
Personal-related strain interfered with my ability to perform job-related duties.	☐	☐	☐	☐	☐

Relational Factors between Supervisor and Employee

Please indicate how much personal contact you have had with your supervisor in the past month.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
	1	2	3	4	5
In the past month, the amount of contact I have had with my supervisor via face-to-face contact is:	☐	☐	☐	☐	☐
In the past month, the amount of contact I have had with my supervisor via email is:	☐	☐	☐	☐	☐
In the past month, the amount of contact I have had with my supervisor via telephone is:	☐	☐	☐	☐	☐

Supervisor Support

The following questions focus on the support your supervisor can provide you as an employee. Think back on the previous month as you answer these questions. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
Listening Support: Listening without giving advice or being judgmental.					
In general, how much listening support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Emotional Support: Providing comfort and indicating that you are on the employee's side and care for him or her.					
In general, how much emotional support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Emotional Challenge Support: Challenging you to evaluate your attitudes, values, and feelings.					
In general, how much emotional challenge support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Reality Confirmation Support: Helping to confirm your perspective of the world.					
In general, how much reality confirmation support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Task Appreciation Support: Acknowledgement of efforts and expression of appreciation for the work the employee does.					
In general, how much task appreciation support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Task Challenge Support: **C**hallenging your way of thinking about a task or an activity in order to stretch, motivate, and lead you to greater creativity, excitement, and involvement.					
In general, how much task challenge support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐
Tangible Assistance Support: Providing financial assistance, products, or gifts.					
In general, how much tangible assistance support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐

The following questions focus on the support your supervisor can provide you as an employee. Think back on the previous month as you answer these questions. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
In general, how much personal assistance support has your supervisor provided you in the last month?	☐	☐	☐	☐	☐

Satisfaction with Support

The following questions focus on the support your supervisor provides you. Think back on the previous month when you answer these questions. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers. All your responses are strictly confidential.	Strongly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Strongly Satisfied
Listening Support: Listening to you without giving advice or being judgmental.					
In general, how satisfied are you with the <u>overall quality</u> of listening support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of listening support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
Emotional Support: Comforting you and indicating to you that they are on your side and care for you.					
In general, how satisfied are you with the <u>overall quality</u> of emotional support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of emotional support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐

The following questions focus on the support your supervisor provides you. Think back on the previous month when you answer these questions. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers. All your responses are strictly confidential.	Strongly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Strongly Satisfied
Emotional Challenge Support: Challenging you to evaluate your attitudes, values, and feelings.					
In general, how satisfied are you with the <u>overall quality</u> of emotional challenge support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of emotional support challenge you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
Reality Confirmation Support: Helping to confirm your perspective of the world.					
In general, how satisfied are you with the <u>overall quality</u> of reality confirmation support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of reality confirmation support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
Task Appreciation Support: Acknowledging your efforts and expressing appreciation for the work you do.					
In general, how satisfied are you with the <u>overall quality</u> of task appreciation support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of task appreciation support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
Task Challenge Support: Challenging your way of thinking about a task or an activity in order to stretch, motivate, and lead you to greater creativity, excitement, and involvement.					
In general, how satisfied are you with the <u>overall quality</u> of task challenge support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the <u>amount</u> of task challenge support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐

The following questions focus on the support your supervisor provides you. Think back on the previous month when you answer these questions. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers. All your responses are strictly confidential.	Strongly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Strongly Satisfied
Tangible Assistance Support: Providing you with either financial assistance, products, or gifts.					
In general, how satisfied are you with the overall quality of tangible assistance support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the amount of tangible assistance support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
Personal Assistance Support: Providing you with services or help, such as running an errand for you or assisting with your job duties.					
In general, how satisfied are you with the overall quality of personal assistance support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐
In general, how satisfied are you with the amount of personal assistance support you have received from your supervisor in the past month?	☐	☐	☐	☐	☐

APPENDIX B

TIME 1 SUPERVISOR QUESTIONNAIRE

Demographic Information

Please Check the Appropriate Choice or write in the appropriate information:

1. What is your sex? ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Not Married
3. If you are not married, are you in a serious romantic relationship? ☐ Yes ☐ No ☐ Not Applicable
4. How *many* children do you have? _____ ☐ Not Applicable
5. What is your race? (ethnic identity)
   ☐ African-American/ Black ☐ Hispanic ☐ Other _____
   ☐ Asian ☐ White
6. What is your age? _____
7. What is the *highest* level of education you have obtained?
   ☐ Less than high school diploma ☐ College degree
   ☐ High school diploma ☐ Post-graduate coursework/degree
   ☐ Some college education or community college
8. How long have you worked in this organization (*in years*)? _____
9. How long have you known the employee who gave you this questionnaire? _____

Supervisor Support

The following questions focus on the support you as a supervisor can provide your employees. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
Listening Support: Listening without giving advice or being judgmental.					
In general, how much listening support have you provided this employee in the last month?	☐	☐	☐	☐	☐

The following questions focus on the support you as a supervisor can provide your employees. Read the definition of the type of support being considered and respond to the questions that follow it. Please answer all questions as best you can – there are no right or wrong answers.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
Emotional Support: Providing comfort and indicating that you are on the employee's side and care for him or her.					
In general, how much emotional support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Emotional Challenge Support: Challenging the employee to evaluate his or her attitudes, values, and feelings.					
In general, how much emotional challenge support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Reality Confirmation Support: Helping to confirm the employee's perspective of the world.					
In general, how much reality confirmation support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Task Appreciation Support: Acknowledgement of efforts and expression of appreciation for the work the employee does.					
In general, how much task appreciation support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Task Challenge Support: **C**hallenging the employee's way of thinking about a task or an activity in order to stretch, motivate, and lead him or her to greater creativity, excitement, and involvement.					
In general, how much task challenge support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Tangible Assistance Support: Providing financial assistance, products, or gifts.					
In general, how much tangible assistance support have you provided this employee in the last month?	☐	☐	☐	☐	☐
Personal Assistance Support: Providing of services or help, such as running an errand or assisting with the person's job duties.					
In general, how much personal assistance support have you provided this employee in the last month?	☐	☐	☐	☐	☐

Relational Factors between Supervisor and Employee

Please indicate how much personal contact you have had with the employee who gave you this questionnaire in the past month.	None at all	A little	Neither a little nor a lot	Quite a bit	A lot
	1	2	3	4	5
In the past month, the amount of contact I have had with this employee via face-to-face contact is:	☐	☐	☐	☐	☐
In the past month, the amount of contact I have had with this employee via email is:	☐	☐	☐	☐	☐
In the past month, the amount of contact I have had with this employee via telephone is:	☐	☐	☐	☐	☐

Liking of Employee by Supervisor

Please indicate the extent to which you agree with the following statements. Answer these questions while thinking of the employee who gave you this questionnaire	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
This employee is someone I enjoy interacting with.	☐	☐	☐	☐	☐
This employee is someone I trust.	☐	☐	☐	☐	☐
This employee is someone I would like to work with in the future.	☐	☐	☐	☐	☐
This employee is (or could be) my friend outside of work.	☐	☐	☐	☐	☐

Work–Life Conflict

The questions in this section should be answered about the employee who gave you this questionnaire. For these questions, reflect on the events in the previous month and respond accordingly. Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The demands of work interfered with his/her personal life.	☐	☐	☐	☐	☐
The amount of time his/her job took up made it difficult to fulfill his/her personal responsibilities.	☐	☐	☐	☐	☐
Things he/she waned to do outside of work did not get done because of the demands his/her job put on him/her.	☐	☐	☐	☐	☐

The questions in this section should be answered about the employee who gave you this questionnaire. For these questions, reflect on the events in the previous month and respond accordingly. Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
His/her job produced strain that made it difficult to fulfill his/her personal responsibilities.	☐	☐	☐	☐	☐
Due to work-related duties, he/she had to make changes to his/her plans for personal activities.	☐	☐	☐	☐	☐
The demands of his/her personal life interfered with work-related activities.	☐	☐	☐	☐	☐
He/she had to put off doing things at work because of demands of his/her personal life.	☐	☐	☐	☐	☐
Things he/she wanted to do at work didn't get done because of the demands of his/her family or friends.	☐	☐	☐	☐	☐
His/her personal life interfered with his/her responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	☐	☐	☐	☐	☐
Personal-related strain interfered with his/her ability to perform job-related duties.	☐	☐	☐	☐	☐

Final Question

Please check all of the following boxes that apply to you.

- ☐ I have previously never considered how much conflict my employee has between work and home.
- ☐ I have previously never thought about how much contact I have with my employee.
- ☐ I have previously never thought about how much I like the employee.
- ☐ I have previously never considered how much support I offer my employee.

APPENDIX C

TIME 2 EMPLOYEE QUESTIONNAIRE

Work–Life Conflict

Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The demands of my work interfere with my personal life.	☐	☐	☐	☐	☐
The amount of time my job takes up makes it difficult to fulfill personal responsibilities.	☐	☐	☐	☐	☐
Things I want to do outside of work do not get done because of the demands my job puts on me.	☐	☐	☐	☐	☐
My job produces strain that makes it difficult to fulfill personal responsibilities.	☐	☐	☐	☐	☐
Due to work-related duties, I have to make changes to my plans for personal activities.	☐	☐	☐	☐	☐
The demands of my personal life interfere with work-related activities.	☐	☐	☐	☐	☐
I have to put off doing things at work because of demands of my personal life.	☐	☐	☐	☐	☐
Things I want to do at work don't get done because of the demands of my family or friends.	☐	☐	☐	☐	☐
My personal life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	☐	☐	☐	☐	☐
Personal-related strain interferes with my ability to perform job-related duties.	☐	☐	☐	☐	☐

Job Satisfaction

Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I sometimes feel my job is meaningless.	☐	☐	☐	☐	☐
I like doing the things I do at work.	☐	☐	☐	☐	☐

Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel a sense of pride in doing my job.	☐	☐	☐	☐	☐
My job is enjoyable.	☐	☐	☐	☐	☐
Overall, I am satisfied with my job.	☐	☐	☐	☐	☐

Organizational Commitment

☐ **Please rate the statements below about the organization that you work for now. Rate the statements from "strongly disagree" to "strongly agree":**	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would be very happy to spend the rest of my career at my organization.	☐	☐	☐	☐	☐
I really feel as if my organization's problems are my own.	☐	☐	☐	☐	☐
I do not feel like "part of the family" at my organization.	☐	☐	☐	☐	☐
I do not feel "emotionally attached" to my organization.	☐	☐	☐	☐	☐
My organization has a great deal of personal meaning for me.	☐	☐	☐	☐	☐
I do not feel a strong sense of belonging to my organization.	☐	☐	☐	☐	☐
It would be very hard for me to leave my organization right now, even if I wanted to.	☐	☐	☐	☐	☐
Too much of my life would be disrupted if I decided I wanted to leave my organization right now.	☐	☐	☐	☐	☐
Right now, staying with my organization is a matter of necessity as much as desire.	☐	☐	☐	☐	☐
I believe that I have too few options to consider leaving my organization.	☐	☐	☐	☐	☐
One of the few negative consequences of leaving my organization would be the scarcity of available alternatives.	☐	☐	☐	☐	☐
If I had not already put so much of myself into my organization, I might consider working elsewhere.	☐	☐	☐	☐	☐
I do not feel any obligation to remain with my organization.	☐	☐	☐	☐	☐
Even if it were to my advantage, I do not feel it would be right to leave my organization now.	☐	☐	☐	☐	☐
I would feel guilty if I left my organization now.	☐	☐	☐	☐	☐
My organization deserves my loyalty.	☐	☐	☐	☐	☐
I would not leave my organization right now because I have a sense of obligation to the people in it.	☐	☐	☐	☐	☐
I owe a great deal to my organization.	☐	☐	☐	☐	☐

Turnover Intentions

Please rate the statements below from "strongly disagree" to "strongly agree":	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I do not plan on staying in my job too much longer.	☐	☐	☐	☐	☐
I plan on leaving this company within the next six months to a year.	☐	☐	☐	☐	☐

Job Performance:

How good would your supervisor say you are in terms of your overall ability to do your job? Select one of the following choices:

- ☐ Very inferior
- ☐ Inferior
- ☐ Neither inferior nor superior
- ☐ Superior
- ☐ Very superior

How good would you say you are in terms of your overall ability to do your job? Select one of the following choices:

- ☐ Very inferior
- ☐ Inferior
- ☐ Neither inferior nor superior
- ☐ Superior
- ☐ Very superior

Open-Ended Question

Please describe anything that happened in the previous two weeks that might have influenced how you responded to these questions. If nothing happened, write "none".

APPENDIX D

ADDITIONAL ANALYSES

Table 18
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Listening Support (Hypothesis 3)

Listening Support	*B*	*SE B*	β	R^2
(Constant)	3.315**	.071		
Sup WLC	-.237	.082	-.260	
Liking of Employee by Supervisor	.377**	.121	.278	
Sup WLC X Liking of Employee by Supervisor	-.158	.141	-.098	.188**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 19
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Emotional Support (Hypothesis 3)

Emotional Support	*B*	*SE B*	β	R^2
(Constant)	2.936**	.088		
Sup WLC	-.204	.102	-.183	
Liking of Employee by Supervisor	.532**	.150	.321	
Sup WLC X Liking of Employee by Supervisor	-.006	.175	-.003	.163**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 20
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Task Appreciation Support (Hypothesis 3)

Task Appreciation Support	*B*	*SE B*	β	R^2
(Constant)	3.671**	.072		
Sup WLC	-.158	.084	-.162	
Liking of Employee by Supervisor	.639**	.124	.442	
Sup WLC X Liking of Employee by Supervisor	-.007	.144	-.004	.255**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 21
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Task Challenge Support (Hypothesis 3)

Task Challenge Support	*B*	*SE B*	β	R^2
(Constant)	2.971**	.084		
Sup WLC	.050	.097	.049	
Liking of Employee by Supervisor	.484**	.144	.318	
Sup WLC X Liking of Employee by Supervisor	-.120	.167	-.066	.096*

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 22
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Tangible Assistance Support (Hypothesis 3)

Tangible Assistance Support	*B*	*SE B*	β	R^2
(Constant)	2.021**	.096		
Sup WLC	.074	.111	.064	
Liking of Employee by Supervisor	.405*	.164	.238	
Sup WLC X Liking of Employee by Supervisor	-.175	.191	-.086	.056

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 23
Interaction between Supervisor Assessments of Employee Work-to-Life Conflict and Liking of Employee by Supervisor on Personal Assistance Support (Hypothesis 3)

Personal Assistance Support	*B*	*SE B*	β	R^2
(Constant)	2.499**	.085		
Sup WLC	.078	.098	.074	
Liking of Employee by Supervisor	.581**	.145	.371	
Sup WLC X Liking of Employee by Supervisor	-.144	.169	-.078	.130**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 24
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Listening Support (Hypothesis 3)

Listening Support	*B*	*SE B*	β	R^2
(Constant)	3.333**	.072		
Sup LWC	-.206*	.089	-.224	
Liking of Employee by Supervisor	.381**	.124	.281	
Sup LWC X Liking of Employee by Supervisor	-.010*	.155	-.006	.157**

Note. $N = 114$; Sup LWC = Supervisor Assessments of Employee Life-to-Work Conflict; * $p < .05$; ** $p < .01$

Table 25
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Emotional Support (Hypothesis 3)

Emotional Support	*B*	*SE B*	β	R^2
(Constant)	2.956**	.089		
Sup LWC	-.077	.110	-.069	
Liking of Employee by Supervisor	.561**	.153	.339	
Sup LWC X Liking of Employee by Supervisor	.180	.192	.090	.140**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 26
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Emotional Challenge Support (Hypothesis 3)

Emotional Challenge Support	*B*	*SE B*	β	R^2
(Constant)	2.491**	.090		
Sup LWC	.013	.111	.012	
Liking of Employee by Supervisor	.449**	.155	.277	
Sup LWC X Liking of Employee by Supervisor	-.222	.194	-.113	.081*

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 27
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Reality Confirmation Support (Hypothesis 3)

Reality Confirmation Support	*B*	*SE B*	β	R^2
(Constant)	2.947**	.086		
Sup LWC	-.047	.106	-.041	
Liking of Employee by Supervisor	.808**	.148	.473	
Sup LWC X Liking of Employee by Supervisor	-.279	.186	-.135	.242**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 28
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Task Appreciation Support (Hypothesis 3)

Task Appreciation Support	*B*	*SE B*	β	R^2
(Constant)	3.679**	.072		
Sup LWC	-.203	.088	-.207	
Liking of Employee by Supervisor	.623**	.124	.431	
Sup LWC X Liking of Employee by Supervisor	.068	.155	.039	.266**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 29
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Task Challenge Support (Hypothesis 3)

Task Challenge Support	*B*	*SE B*	β	R^2
(Constant)	2.982**	.084		
Sup LWC	.040	.103	.039	
Liking of Employee by Supervisor	.472**	.145	.310	
Sup LWC X Liking of Employee by Supervisor	-.027	.181	-.015	.092*

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 30
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Tangible Assistance Support (Hypothesis 3)

Tangible Assistance Support	*B*	*SE B*	β	R^2
(Constant)	2.032**	.096		
Sup LWC	-.047	.118	-.041	
Liking of Employee by Supervisor	.359*	.166	.210	
Sup LWC X Liking of Employee by Supervisor	-.087	.207	-.042	.051

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 31
Interaction between Supervisor Assessments of Employee Life-to-Work Conflict and Liking of Employee by Supervisor on Personal Assistance Support (Hypothesis 3)

Personal Assistance Support	*B*	*SE B*	β	R^2
(Constant)	2.502**	.084		
Sup LWC	.168	.103	.158	
Liking of Employee by Supervisor	.607**	.145	.388	
Sup LWC X Liking of Employee by Supervisor	-.133	.181	-.070	.141**

Note. $N = 114$; Sup WLC = Supervisor Assessments of Employee Work-to-Life Conflict; * $p < .05$; ** $p < .01$

Table 32
Listening Support and Satisfaction with Listening Support in Predicting Work-to-Life Conflict (Hypothesis 4)

Work-to-Life Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.100	.100**
(Constant)	3.972	.381			
Listening Support	-.391	.111	-.317**		
2.				.125	.025
(Constant)	4.217	.402			
Listening Support	-.257	.134	-.208*		
Satisfaction with Listening Support	-.180	.102	-.192		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 33
Listening Support and Satisfaction with Listening Support in Predicting Life-to-Work Conflict (Hypothesis 4)

Life-to-Work Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.043	.043*
(Constant)	2.874	.306			
Listening Support	-.199	.089	-.206*		
2.				.046	.004
(Constant)	2.799	.327			
Listening Support	-.240	.109	-.249*		
Satisfaction with Listening Support	.055	.083	.076		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 34
Listening Support and Satisfaction with Listening Support in Predicting Job Satisfaction (Hypothesis 4)

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.078	.078**
(Constant)	2.994	.290			
Listening Support	.258	.084	.279**		
2.				.092	.015
(Constant)	2.852	.308			
Listening Support	.182	.102	.196		
Satisfaction with Listening Support	.103	.078	.146		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 35
Listening Support and Satisfaction with Listening Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.049	.049*
(Constant)	2.403	.309			
Listening Support	.216	.090	.222*		
2.				.064	.014
(Constant)	2.254	.328			
Listening Support	.135	.109	.139		
Satisfaction with Listening Support	.108	.083	.146		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 36

Emotional Support and Satisfaction with Emotional Support in Predicting Work-to-Life Conflict (Hypothesis 4)

Work-to-Life Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.084	.084**
(Constant)	3.529	.284			
Emotional Support	-.249	.092	-.290**		
2.				.106	.022
(Constant)	3.856	.344			
Emotional Support	-.185	.112	-.183		
Satisfaction with Emotional Support	-.178	.107	-.184		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 37
Emotional Support and Satisfaction with Emotional Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.123	.123**
(Constant)	2.303	.219			
Emotional Support	.279	.071	.351**		
2.				.125	.002
(Constant)	2.218	.269			
Emotional Support	.251	.087	.316**		
Satisfaction with Emotional Support	.046	.083	.060		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 38
Emotional Challenge Support and Satisfaction with Emotional Challenge Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.107	.107**
(Constant)	2.451	.197			
Emotional Challenge Support	.266	.073	.326**		
2.				.125	.017
(Constant)	2.180	.270			
Emotional Challenge Support	.221	.079	.272**		
Satisfaction with Emotional Challenge Support	.112	.076	.142		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 39
Reality Confirmation Support and Satisfaction with Reality Confirmation Support in Predicting Work-to-Life Conflict (Hypothesis 4)

Work-to-Life Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.053	.053*
(Constant)	3.340	.285			
Reality Confirmation Support	-.226	.091	-.230*		
2.				.071	.019
(Constant)	3.685	.366			
Reality Confirmation Support	-.152	.103	-.154*		
Satisfaction with Reality Confirmation Support	-.160	.108	-.156		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 40
Reality Confirmation Support and Satisfaction with Reality Confirmation Support in Predicting Job Satisfaction (Hypothesis 4)

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.054	.054*
(Constant)	3.350	.213			
Reality Confirmation Support	.170	.068	.231*		
2.				.063	.010
(Constant)	3.163	.276			
Reality Confirmation Support	.130	.078	.177		
Satisfaction with Reality Confirmation Support	.086	.081	.112		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 41
Reality Confirmation Support and Satisfaction with Reality Confirmation Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.090	.090**
(Constant)	2.434	.219			
Reality Confirmation Support	.232	.070	.300**		
2.				.103	.013
(Constant)	2.210	.284			
Reality Confirmation Support	.184	.080	.238*		
Satisfaction with Reality Confirmation Support	.104	.083	.128		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 42
Reality Confirmation Support and Satisfaction with Reality Confirmation Support in Predicting Continuance Commitment (Hypothesis 4)

Continuance Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.038	.038*
(Constant)	3.016	.214			
Reality Confirmation Support	-.142	.068	-.194*		
2.				.038	.000
(Constant)	3.058	.279			
Reality Confirmation Support	-.134	.078	-.182		
Satisfaction with Reality Confirmation Support	-.019	.082	-.025		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 43
Task Appreciation Support and Satisfaction with Task Appreciation Support in Predicting Work-to-Life Conflict (Hypothesis 4)

Work-to-Life Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.060	.060**
(Constant)	3.703	.400			
Task Appreciation Support	-.282	.106	-.245**		
2.				.080	.020
(Constant)	3.751	.399			
Task Appreciation Support	-.128	.145	-.111		
Satisfaction with Task Appreciation Support	-.161	.105	-.194		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 44
Task Appreciation Support and Satisfaction with Task Appreciation Support in Predicting Life-to-Work Conflict (Hypothesis 4)

Life-to-Work Conflict	*B*	*SE B*	β	R^2	ΔR^2
1.				.041	.041*
(Constant)	2.883	.315			
Task Appreciation Support	-.183	.083	-.203*		
2.				.065	.023
(Constant)	2.845	.313			
Task Appreciation Support	-.313	.114	-.348**		
Satisfaction with Task Appreciation Support	.136	.082	.210		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 45
Task Appreciation Support and Satisfaction with Task Appreciation Support in Predicting Normative Commitment (Hypothesis 4)

Normative Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.049	.049**
(Constant)	2.278	.351			
Task Appreciation Support	.222	.093	.221**		
2.				.079	.030
(Constant)	2.227	.348			
Task Appreciation Support	.058	.127	.057		
Satisfaction with Task Appreciation Support	.173	.091	.238		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 46
Task Challenge Support and Satisfaction with Task Challenge Support in Predicting Turnover Intentions (Hypothesis 4)

Turnover Intentions	*B*	*SE B*	β	R^2	ΔR^2
1.				.036	.036*
(Constant)	3.920	.345			
Task Challenge Support	-.224	.110	-.189*		
2.				.036	.000
(Constant)	3.921	.426			
Task Challenge Support	-.224	.121	-.189		
Satisfaction with Task Challenge Support	-.001	.114	-.001		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 47
Task Challenge Support and Satisfaction with Task Challenge Support in Predicting Job Satisfaction (Hypothesis 4)

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.111	.111**
(Constant)	3.029	.232			
Task Challenge Support	.276	.074	.333**		
2.				.124	.013
(Constant)	2.819	.283			
Task Challenge Support	.235	.080	.284**		
Satisfaction with Task Challenge Support	.097	.076	.124		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 48
Task Challenge Support and Satisfaction with Task Challenge Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.187	.187**
(Constant)	1.997	.233			
Task Challenge Support	.376	.074	.432**		
2.				.190	.003
(Constant)	1.885	.286			
Task Challenge Support	.354	.081	.407**		
Satisfaction with Task Challenge Support	.052	.076	.063		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 49
Task Challenge Support and Satisfaction with Task Challenge Support in Predicting Normative Commitment (Hypothesis 4)

Normative Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.064	.064**
(Constant)	2.366	.276			
Task Challenge Support	.242	.088	.252*		
2.				.080	.017
(Constant)	2.090	.337			
Task Challenge Support	.189	.096	.197		
Satisfaction with Task Challenge Support	.127	.090	.140		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 50
Tangible Assistance Support and Satisfaction with Tangible Assistance Support in Predicting Job Performance (Hypothesis 4)

Job Performance	*B*	*SE B*	β	R^2	ΔR^2
1.				.055	.055*
(Constant)	3.936	.110			
Tangible Assistance Support	.123	.049	.234*		
2.				.055	.000
(Constant)	3.905	.171			
Tangible Assistance Support	.118	.053	.224		
Satisfaction with Tangible Assistance Support	.012	.051	.024		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 51
Personal Assistance Support and Satisfaction with Personal Assistance Support in Predicting Job Satisfaction (Hypothesis 4)

Job Satisfaction	*B*	*SE B*	β	R^2	ΔR^2
1.				.042	.042*
(Constant)	3.443	.200			
Personal Assistance Support	.165	.075	.205*		
2.				.053	.012
(Constant)	3.197	.291			
Personal Assistance Support	.130	.081	.161		
Satisfaction with Personal Assistance Support	.092	.080	.116		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 52
Personal Assistance Support and Satisfaction with Personal Assistance Support in Predicting Affective Commitment (Hypothesis 4)

Affective Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.056	.056*
(Constant)	2.623	.208			
Personal Assistance Support	.200	.078	.236*		
2.				.084	.028
(Constant)	2.220	.301			
Personal Assistance Support	.142	.083	.168		
Satisfaction with Personal Assistance Support	.151	.082	.181		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 53
Personal Assistance Support and Satisfaction with Personal Assistance Support in Predicting Normative Commitment (Hypothesis 4)

Normative Commitment	*B*	*SE B*	β	R^2	ΔR^2
1.				.037	.037*
(Constant)	2.641	.232			
Personal Assistance Support	.180	.087	.192*		
2.				.039	.002
(Constant)	2.518	.341			
Personal Assistance Support	.162	.094	.172		
Satisfaction with Personal Assistance Support	.046	.093	.050		

Note. $N = 114$; * $p < .05$; ** $p < .01$

Table 54
Interaction Between Listening Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Listening Support (Hypothesis 5)

Satisfaction with Listening Support	*B*	*SE B*	β	R^2
(Constant)	3.873**	.083		
Listening Support	.683**	.107	.520	
Need for Support	-.225**	.084	-.214	
Listening Support X Need for Support	.109	.108	.078	.368**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 55
Interaction Between Emotional Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Emotional Support (Hypothesis 5)

Satisfaction with Emotional Support	*B*	*SE B*	β	R^2
(Constant)	3.627**	.078		
Emotional Support	.562**	.082	.538	
Need for Support	-.219**	.079	-.214	
Emotional Support X Need for Support	.020	.076	.020	.380**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 56
Interaction Between Emotional Challenge Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Emotional Challenge Support (Hypothesis 5)

Satisfaction with Emotional Challenge Support	*B*	*SE B*	β	R^2
(Constant)	3.429**	.084		
Emotional Challenge Support	.406**	.089	.396	
Need for Support	-.177*	.085	-.180	
Emotional Challenge Support X Need for Support	.060	.083	.062	.186**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 57
Interaction Between Reality Confirmation Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Reality Confirmation Support (Hypothesis 5)

Satisfaction with Reality Confirmation Support	*B*	*SE B*	β	R^2
(Constant)	3.554**	.080		
Reality Confirmation Support	.420**	.080	.439	
Need for Support	-.195	.081	-.203	
Reality Confirmation Support X Need for Support	.025	.077	.026	.275**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 58
Interaction Between Task Appreciation Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Task Appreciation Support (Hypothesis 5)

Satisfaction with Task Appreciation Support	*B*	*SE B*	β	R^2
(Constant)	3.811**	.081		
Task Appreciation Support	.914**	.096	.659	
Need for Support	-.189*	.082	-.160	
Task Appreciation Support X Need for Support	.113	.097	.079	.505**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 59
Interaction Between Task Challenge Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Task Challenge Support (Hypothesis 5)

Satisfaction with Task Challenge Support	*B*	*SE B*	β	R^2
(Constant)	3.428**	.083		
Task Challenge Support	.430**	.101	.407	
Need for Support	-.066	.083	-.070	
Task Challenge Support X Need for Support	.031	.112	.026	.159**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 60
Interaction Between Tangible Assistance Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Tangible Assistance Support (Hypothesis 5)

Satisfaction with Tangible Assistance Support	*B*	*SE B*	β	R^2
(Constant)	3.420**	.090		
Tangible Assistance Support	.419**	.090	.404	
Need for Support	-.062	.091	-.059	
Tangible Assistance Support X Need for Support	.028	.089	.028	.166**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 61
Interaction Between Personal Assistance Support and Need for Support (Self-Report Work-to-Life Conflict) on Satisfaction with Personal Assistance Support (Hypothesis 5)

Satisfaction with Personal Assistance Support	*B*	*SE B*	β	R^2
(Constant)	3.632**	.081		
Personal Assistance Support	.389**	.088	.382	
Need for Support	-.148	.082	-.158	
Personal Assistance Support X Need for Support	-.081	.085	-.082	.177**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 62
Interaction Between Listening Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Listening Support (Hypothesis 5)

Satisfaction with Listening Support	*B*	*SE B*	β	R^2
(Constant)	3.878**	.083		
Listening Support	.765**	.105	.582	
Need for Support	.035	.101	.028	
Listening Support X Need for Support	.186	.115	.128	.340**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 63
Interaction Between Emotional Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Emotional Support (Hypothesis 5)

Satisfaction with Emotional Support	*B*	*SE B*	β	R^2
(Constant)	3.622**	.079		
Emotional Support	.605**	.082	.580	
Need for Support	.043	.101	.036	
Emotional Support X Need for Support	-.019	.090	-.017	.337**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 64

Interaction Between Task Appreciation Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Task Appreciation Support (Hypothesis 5)

Satisfaction with Task Appreciation Support	*B*	*SE B*	B	R^2
(Constant)	3.781	.084		
Task Appreciation Support	.988**	.098	.713	
Need for Support	.136	.100	.097	
Task Appreciation Support X Need for Support	-.048	.121	-.026	.483**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 65
Interaction Between Task Challenge Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Task Challenge Support (Hypothesis 5)

Satisfaction with Task Challenge Support	*B*	*SE B*	β	R^2
(Constant)	3.442**	.084		
Task Challenge Support	.419**	.094	.396	
Need for Support	.033	.100	.030	
Task Challenge Support X Need for Support	.096	.108	.077	.161**

Note. $N = 102$, predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 66
Interaction Between Tangible Assistance Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Tangible Assistance Support (Hypothesis 5)

Satisfaction with Tangible Assistance Support	*B*	*SE B*	β	R^2
(Constant)	3.421**	.091		
Tangible Assistance Support	.416**	.091	.400	
Need for Support	.027	.108	.022	
Tangible Assistance Support X Need for Support	.006	.094	.006	.162**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

Table 67
Interaction Between Personal Assistance Support and Need for Support (Self-Report Life-to-Work Conflict) on Satisfaction with Personal Assistance Support (Hypothesis 5)

Satisfaction with Personal Assistance Support	*B*	*SE B*	β	R^2
(Constant)	3.636**	.082		
Personal Assistance Support	.392**	.090	.385	
Need for Support	-.010	.099	-.009	
Personal Assistance Support X Need for Support	-.010	.101	-.009	.149**

Note. $N = 114$; predictor and moderator variables are centered; * $p < .05$; ** $p < .01$

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